

# ATHLETIC JOURNAL

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May, 1943



Softball for Physical Fitness

Charles A. Foster

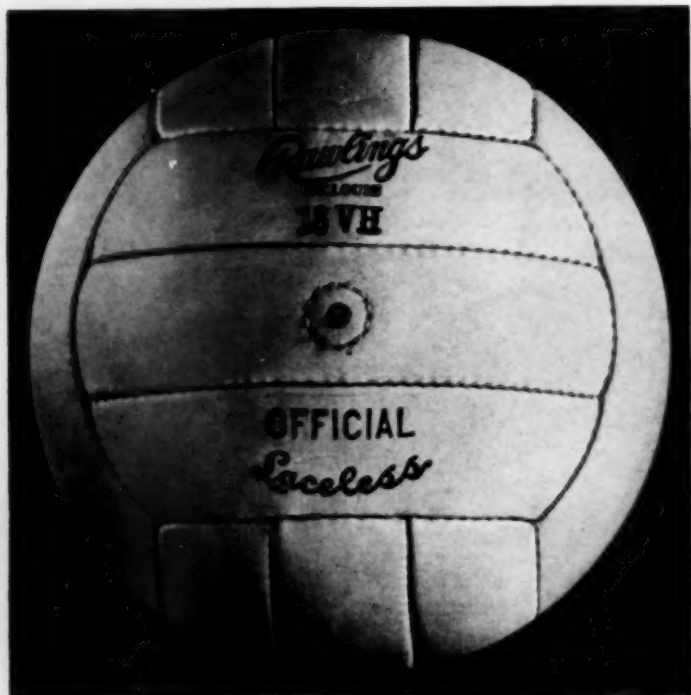
Learning to Be an Outfielder

Joe Gargan

A Service Without a  
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H. R. Hastings

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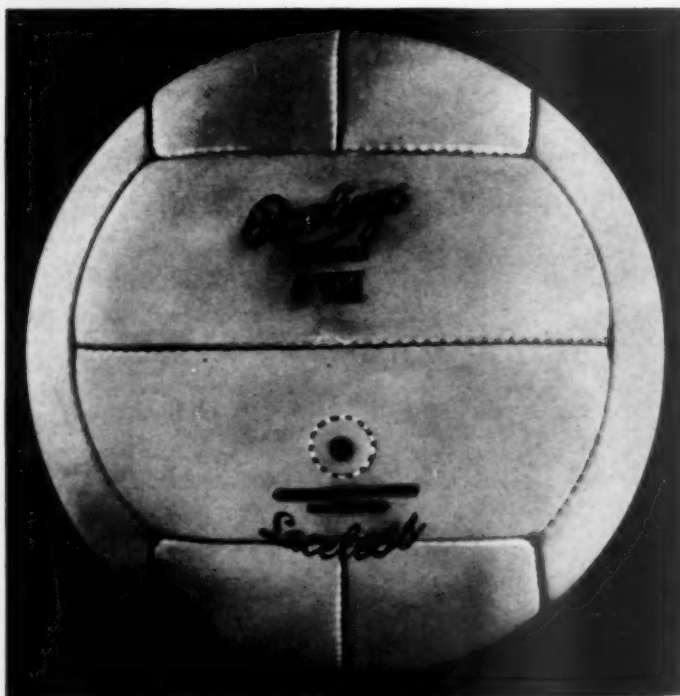
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# The ATHLETIC JOURNAL

## C O N T E N T S

*for May, 1943*

### PAGE

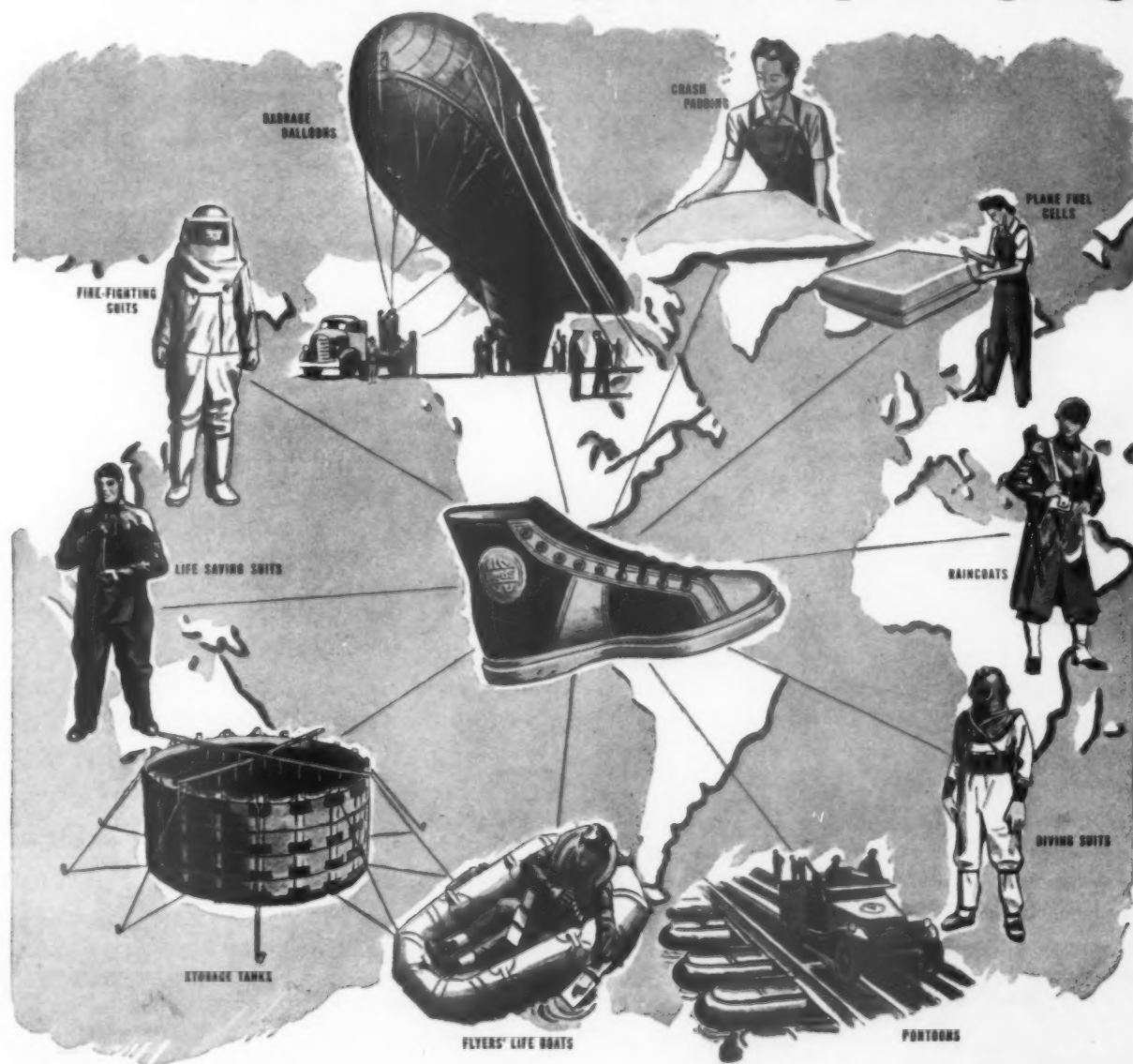
5	Softball for Physical Fitness.....	Charles A. Foster
6	Softball Pitching	
8	Learning to be an Outfielder.....	Joe Gargan
10	Editorials	
14	The Western Play-Offs of the National Collegiate Athletic Association a Thriller.....	Clyde McBride
16	The Final Game of the National Collegiate Athletic Association Tournament from a Technical Viewpoint.....	Lieutenant (j.g.) Nelson Nitchman
18	Cross-Country Running as a Conditioner in Basketball.....	E. W. Eveland
18	The Fast Break Prevailed in the Indiana Tournament.....	Murray Mendenhall
22	Service Without a Service Medal.....	H. R. Hastings
22	Six-Man Blitzkrieg.....	M. L. Rafferty, Jr.
24	The Intramural Softball Program at Amache.....	John C. Hoke
26	A Testing Program to Motivate for Physical Fitness in the Junior High School.....	Harry W. Burdick
27	Two-Pitch Softball.....	Ralph E. Reed
27	A Basketball Exercise for the Victory Corps.....	E. R. Abramowski
28	Rangers Are Made Not Born.....	John H. Shaw
35	The Trainers Section	
36	Treatment of Baseball Injuries.....	Lieutenant Howard Haak
36	Nutrition and Athletics.....	Frank J. Wiechec
38	Hand and Wrist Injuries.....	Phil Hudson

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*Where Keds fabrics,*  
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These are just a few of the many war products being made for our armed forces of the fabrics and rubber that used to go into Keds. The same skilled workmen who made Keds before the war are now turning out this vital equipment.

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for MAY, 1943

# BOOM DAYS AHEAD FOR AMERICAN SPORTS!

ONE OF our prominent educators is said to have remarked, how seriously I do not know, "When I feel the urge to exercise coming over me, I lie down until it passes."

Various other men, some of them men of proved talents and ripe old age, have expressed contempt for the value of physical exercise.

Lucky for these men that they did not have to fight in today's type of war. Lucky their lives and livelihood do not depend upon physical strength and stamina. And it's lucky for America today, that such ideas are not the ideas of all our youth.

Already we know that the percentage of physically fit young men in America, at the beginning of this war, was lamentably low. Too many American boys were rejected on their first physical examinations.



Physical fitness must be a high ideal of our youth—on sand lots and play fields, in schools, colleges and universities—from now on.

There must be more golf, tennis, baseball, softball, football, basketball, etc.

This war has taught us a priceless lesson. The amaz-



After this war we must be a very different America—a stronger America. That goes without saying. A nation that is not prepared, physically, to defend leadership has no claim upon a leader's rights.

To make our leaders and our people realize the pressing need for organized sports and recreation, for our returning fighters and for all of America in the years after the war, is a job the Wilson Sporting Goods Co. has undertaken—in the interests of the Sporting Goods Industry.

With the most powerful messages we have published since the National Defense and the Selective Service Programs were inaugurated, we will carry this appeal to the American people and our leaders.

Those in authority must get the vision of a physically fit postwar America. There must be a nation-wide boom in our body-building American sports and games. Sporting Goods manufacturers must get the green light for the production of sports equipment. Watch for our coming campaign and give it your enthusiastic support.

*Bob Jery*  
President

Wilson Sporting Goods Co., Chicago, New York, and other leading cities

ing results produced by our competitive sports in military training camps, and the brilliant records of America's trained athletes in the war prove the physical and mental value of our great American competitive sports . . . and the need for an ample supply of equipment for these sports—right now and after the war.



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At the conclusion of the 1942 Pageant of American Youth which opened last year's world championships in softball, members of the 1942 teams stood at attention in tribute to the world's championship players of former years who have given their all in the present world war.

# Softball for Physical Fitness

By Charles A. Foster

Director Recreation Department, Lakewood, Ohio

**S**OFTBALL plays a prominent part in the physical fitness program in the schools, among adults and in the service camps. This game is one of the best team recreation and conditioning games today and may be played by all-age groups. It has become a definite part of recreation programs.

Softball as a sport has many qualities in developing physical fitness. It offers a variety of physical activity such as fast running, quick starting and stopping, fielding ground balls, catching fly balls, pitching and stretching for throws. In the playing and practice of this game, the activity may be so arranged as to supply maximum physical exertion. It develops co-ordination, courage, team play, alertness and leadership, which are very important for the armed service programs and for the boys who are soon to take part in the various branches of the armed forces.

In this article I would like to discuss briefly three phases of the softball program

for junior and senior high school boys and girls; namely, promotion, organization and appeal.

## Promotion

The stimulating of interest and promotion are important in conducting a well-organized program of softball. The first step in promotion is the teaching of the fundamentals of the game in all gymnasium classes. These fundamentals should include how to pitch, how to field a ground ball, how to run bases, how to slide, the correct form of pitching, etc. Boys always become enthusiastic and interested when they know something about any game. After a series of lessons in the various phases of softball through the gymnasium classes, competition should start, and the boys should have the opportunity to criticize constructively each other. This criticism, however, should be carefully checked by the physical education teacher.

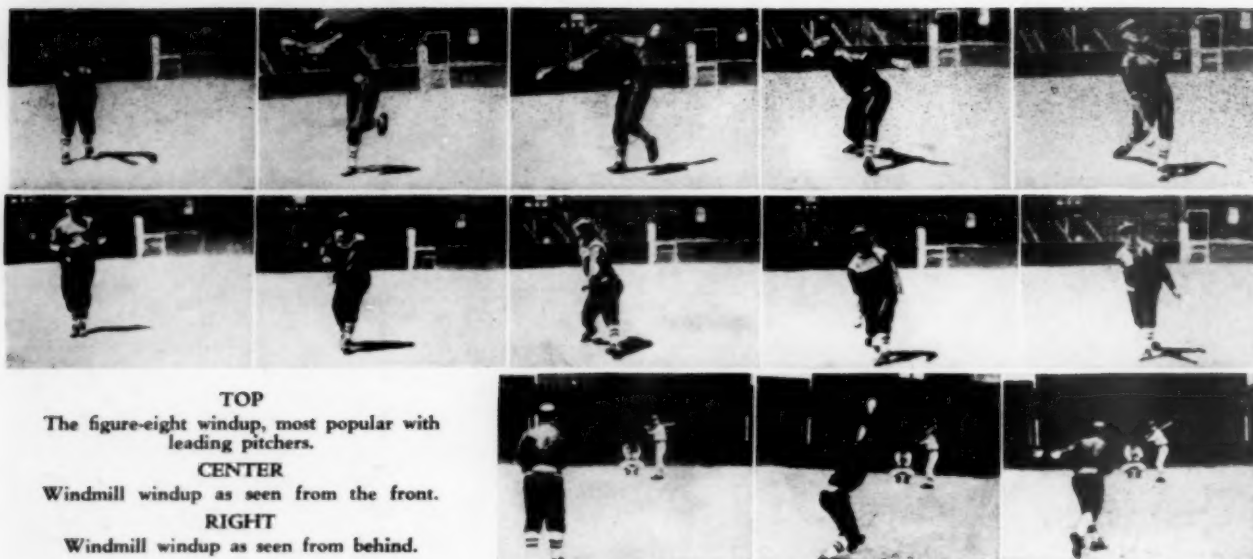
The second step in promotion of softball

is to advertise the tournament or league that is about to start. This should be done through the school newspapers, home-room bulletins, placards, etc. In other words, means and methods should be devised for getting all students talking about softball.

## Organization

The first step in organizing softball is to devise a method of student control under the supervision of the coach. First, a student committee should be selected, and it is best to do this by some method of election by the student body which will again have the tendency to promote interest in the game. There should be seven or nine members on this committee with the coach as an adviser. This committee should elect its own chairman and the chairman in turn should appoint various sub-committees. There should be the following committees: publicity, schedul-

(Continued on page 32)



TOP

The figure-eight windup, most popular with leading pitchers.

CENTER

Windmill windup as seen from the front.

RIGHT

Windmill windup as seen from behind.

## Softball Pitching

A GOOD softball pitcher must have control, speed, curves, change of pace, ability to field, courage, full knowledge of the pitching rules and a legal delivery.

The rules permit any kind of windup, but they generally fall into two classifications, the figure eight and the windmill as illustrated above.

The main steps in the figure eight delivery are:

1. Place your feet squarely on the pitcher's plate, about a foot apart. Hold the ball in both hands, a foot or so in front of the body, with the elbows resting on the hips lightly.

2. Start delivery by turning the body slightly to the right, bringing the ball back with a circular motion to a point behind the hip, at the same time swinging the left leg up off the rubber. The weight of the body is shifted to the right leg.

3. Finish the delivery by continuing the sweep. The elbow and wrist are bent sharply to bring the ball in back of the body before the ball starts on its forward motion once more.

4. As the ball comes forward and is delivered to the batter, shift the weight from the right leg to the left leg, which has completed a forward step of three or four feet.

5. Follow through. The hand continues to travel in a horizontal line parallel to the ground.

For the windmill delivery, the requisites are:

1. Place your feet squarely on the pitching plate, a foot apart or as close to that as is comfortable. Hold the ball in both

hands, with the arms resting lightly against the hips.

2. Swing the arm forward and up. Bring the left foot off the rubber as the ball reaches the highest point on the swing during which the ball is to be delivered to the batter. Keep the elbow straight.

3. Bring the ball backward and down.

4. As the ball leaves the hand, shift the weight from the right to the left foot (assuming that you are right-handed). The right foot breaks contact with the pitcher's plate.

5. Follow through, your hand continuing to travel in a line parallel to the ground. Don't try to bring the hand back to shoulder height in the follow-through, as it makes the ball difficult to control.

The illustrations on the opposite page, taken from, "How to Play Winning Softball," show the salient points of the fast ball, slow ball, drop, incurve and outcurve, and raise ball and as described by the au-

thor present a study much worth while for the aspiring softball pitcher.

**Drop.** The manner in which a drop is delivered gives the ball a tendency to fade away at the plate. The ball is gripped with the thumb to the right, the first three fingers close together, and the little finger bent back. The palm is turned obliquely upward as the ball is delivered, and it rolls off the three fingers with considerable spin (Illustrations 1 and 2).

**Fast Ball.** The ball is held firmly in a triangle formed by the thumb and first and second fingers. The third and little fingers are bent back. The ball is released with the palm turned to the left. Terrific speed can be obtained with this pitch, but at the same time the ball will go much farther if hit. There is usually little if any spin on it and no deception except the speed with which the pitcher expects to get it past the batter (see Illustrations 3 and 4).

**Incurve.** The ball is held in the same manner as for the fast ball (Illustration 3). As the ball is released, however, the thumb and first finger grip it tightly and impart a spin by rotating toward the right (Illustration 5).

**Outcurve.** The ball is held in the same manner as for the fast ball (Illustration 3). At the moment of release, however, the wrist is twisted very sharply so that the knuckles turn to the left and a spin is imparted to the ball by the thumb and first finger. The palm is turned almost completely to the right when the ball leaves the hand (Illustration 6).

**Note:** These two pitches, outcurve and (Continued on page 32)

*IN such excellently condensed form and so explicitly explained are the salient features of softball pitching by Leo H. Fischer, sports editor of the Herald American in "How to Play Winning Softball," that parts of the chapter on pitching are printed here-with. We are presenting this with the permission of the author and the publisher, Prentice-Hall, Incorporated, 70 Fifth Avenue, New York City. For full details of the book refer to page 33 this issue.—Editor's Note.*



# Learning to Be an Outfielder

By Joe Gargan

Director of Athletics, Kingswood School

**T**HESE are the things that you must learn if you are to be a real outfielder. They are the fundamentals of your position and have been stated as simply as possible. Almost every play in baseball, however, is a little different from every other one. Therefore, when it is stated that you are to do certain things in any situation, you must remember that there will be exceptions to it. For example, we say that after a catch or stop, an outfielder should immediately return the ball to the infield and to the base ahead of the runner. Notice the exceptions:

1. If the fly is very deep, it would probably be necessary to throw two bases ahead of the runner.
2. If the runner does not tag up, the throw should be made to the base he has just left.
3. If the runner jumps off base and tries to rattle you after you have fielded the ball close to the infield, run toward the infield while holding the ball in readiness to throw and force him back.

To learn to play your position properly, you must know how to play the ball and what to do with it. To know both requires study and practice, because you cannot learn to play properly in a haphazard way. If you are keen enough to do so, you can continue to learn something new about baseball every day. In order to be a good outfielder you must know how to: 1. Catch fly balls; 2. Play line drives; 3. Stop grounders; 4. Throw to bases; 5. Back up teammates; and 6. Play position.

## Catching Fly Balls

**Stance:** You should take your stance whenever the pitcher steps onto the rubber, with your feet spread about shoulder-width and with either foot advanced enough to bring the heel on line with the toes of the other foot. Your hands should rest upon your knees with the body bent at the knees and hips. Your eyes should be focused upon the pitcher as he starts his delivery and then should follow the flight of the ball toward the batter. As the ball leaves the pitcher's hand, you should bring your hands up off your knees, lifting them slightly forward, and should take a short step forward with the back foot.

**Start:** The raising of your hands from your knees and the short step forward, which should be nothing more than a little shuffle, puts you in motion with every pitch. It is important to do this each time the pitcher throws. With your body already in motion, your start in any direction will be easier and your concentration

will be better. The moment that you have judged the direction of the ball, the real start should be made. In starting back, take the first step backward with the foot on that side, turning on the other. For example, in going back to the right, you must take your first step back with the right foot while turning on the left. This dropping backward of the foot on the side toward which you are turning is the fastest way of getting into motion in that direction. Practice it constantly, and you will save many steps and much time otherwise expended in running in a semicircle.

With the body in motion in the direction of the play, run with short, digging steps, using your arms vigorously. Practice these starts alone until you can do them automatically.

**Run:** You should attempt to get as quickly as possible to the spot where the ball will land. By reaching the point where the ball will descend, you will have a better chance to correct any misjudgment and will be in a better position to make the catch than if you attempt to time your approach with the descent of the ball. Run with the body relaxed and slightly crouched and the weight on the toes. An erect posture with the weight on the heels will tend to jar your vision. Stress your arm motion like that of a sprinter until you have established the habit of using your arms and have overcome a tendency to run with the arms outstretched.

In covering much distance in any direction, you must judge the spot where you think the ball will land—concentrate on your run—then, as you approach the spot, glance up to locate the ball. When it is necessary to run only a short distance in any direction, keep your eyes on the ball. Always turn and run back for a fly over your head, never back up for it. If possible, play every long fly by going a little beyond the spot where you expect it to land, because you will find that you have a tendency to underestimate the carry of most long flies and also because it is easier to catch a fly when you move in to meet it.

When you go for a fly, put real effort into your run and continue this effort to the very last moment; then, if you are still not under it, time your leap upward or dive forward in a final attempt to capture it. Be sure you make this last effort in time to meet the approaching ball; the usual tendency is to make it too late. Concentration upon your effort to reach all fly balls will show excellent results if practiced regularly. The tendency to loaf or at least never go all-out is the reason why

so few schoolboys are good outfielders. To develop ability to run under fly balls, you must practice going far to the right and left, turning and going back, and also coming in on short ones. The type of practice wherein flies are lofted to the spot in which you are standing is worthless. In practice be sure that you make your turns properly. The batter who hits flies to you should place the ball at points on the side, behind, and in front of you, and you should develop your speed in starting and running by serious effort of this type for fifteen or twenty minutes daily.

**The Catch:** The simplest and easiest way to catch a high fly-ball is: 1. Take your place directly under it with one foot advanced; 2. Move into position so that the ball in its descent will strike you directly between the eyes; 3. Catch the ball with the hands held well above the face, cupped, thumbs together, the backs of the hands toward the face.

The other way of making a simple catch is to take your position under the ball and then to move into position so that the ball will fall just in front of your chest. In this case your hands are held about shoulder high, well cupped, with the little fingers together and the backs of the hands toward the ground. As the catch is made, the hands "give" to cushion the force of the ball. This way of catching the ball must be learned by every outfielder, because it is used when making a running catch.

Some catches must be made with the hands in a variety of positions, and chasing balls in all directions is necessary to give you practice in this. Three-quarters of this practice should be in going after balls hit over your head.

Helpful suggestions:

1. Take your stance whenever the pitcher steps onto the rubber.
2. Raise your hands from your knees and take a short step forward with each pitch.
3. In starting back, take the first step backward with the foot on the side toward which you are turning.
4. Try to reach the spot where the ball will land and "camp" there. Do not time your approach with the descent of the ball.
5. Run with body relaxed and weight on the toes.
6. Use your arms vigorously. Do not run with them outstretched.
7. Make your turn and go back under a fly hit over your head. Do not back up for it.
8. Play long flies by going well back to avoid misjudging the "carry."
9. Put real effort into your run and

never give up until you have made a final effort by leaping or diving for the ball.

10. Practice your turns until you can make them automatically and then practice going to the right and left, turning and going back, and also coming in on short ones.

11. Three-quarters of your fly-catching practice should be on balls hit over your head.

### Playing Line Drives

The most important step in playing a line drive is to get in front of it. In attempting to do this, keep two things in mind: 1. The ball usually carries farther and higher than you expect it will; 2. It will curve toward the near side line.

Play every line drive as though you expected it to "ride" far. If it has been hit close to either foul line, play it to curve toward that side line.

Make every attempt to catch it. If a last-minute dive or leap is necessary, make it without hesitation. You must play the ball with determination, going after it hard. Indecision on line drives is fatal.

If the ball does not carry well enough for you to catch it, try to play it on the long bounce. Remember that this bounce will be very fast on a hard-hit ball.

#### Helpful suggestions:

1. Expect every line drive hit along the first- or third-base lines to curve toward the foul line.

2. Go after every line drive in an attempt to catch it.

3. If you can not catch it, try to get directly in front of it and play it on the long bounce.

4. The ball will be travelling fast when hit on a line, and your start and sprint to get in front of it must be made without hesitation. Start for the ball and try to judge its position as you move toward it.

### Stopping Grounders

The most important step in playing a ball hit toward you on the ground is to get in front of it. If you have time to do so, always bring the heels together and take the ball with the hands extended well in front, your body close to the ground, bent at the knees and hips. Do not squat on your heels, but maintain a well-balanced stance with your weight forward, heels together and eyes on the ball. Watch the ball all the way into your glove.

You should practice fielding ground balls regularly. If possible, start your practice indoors, where a smooth surface will permit you to form the habit of watching the ball into your hands. Constantly try to emphasize these points: 1. Get directly in front of the ball; 2. Hold your hands close to the ground; 3. Bring your heels together; 4. Keep your body low; 5. Keep your eyes on the ball.

#### Helpful suggestions:

1. Get directly in front of the ball.
2. Take an infielder's position with the heels together and your body close to the ground.
3. Hold your hands close to the ground and extended in front of your body.
4. Watch the ball into your glove.

### Throwing to Bases

As you straighten up to throw, bring your gloved hand with the ball up to shoulder level, bending the arm at the elbow to bring the gloved hand in front of the shoulder of the throwing arm. This position gives you better throwing balance than if you leave the arm dangling at your side.

Throw with an overhand motion. This is important because the direction, carry and hop of the ball will be better in an overhand throw. You should throw with a full overhand swing, bringing the ball well up over the shoulder and releasing it with the arm well extended and the fingers on top. It is important that your fingers are on top of the ball when it is released in order to give it the proper spin to carry and hop properly. Follow through with your throw, by bringing the leg on the throwing side around and stepping forward on that foot as you release the ball. With the exception of short ones, make all of your throws to bounce once.

At the start of the throw your feet should be in line with the base toward which you are throwing. Step or hop into throwing position. On a fly ball you can quickly step or jump into throwing position if the ball is easily fielded from a stationary position. After some experience, you can speed your throwing by timing the descent of the ball and being in motion forward as you make the catch. Do not attempt this, until you have had enough experience to be able to judge the descent of the ball without error and to make the catch without failure.

The best way to catch a ball when there is a man on base is with the backs of the hands above the face. The ball can be quickly brought into throwing position from here. Do not drop the throwing hand far down in back. The higher and closer to the ear you can start the throw, the faster you will get it away.

Before each pitch decide where the throw will be made in case the ball comes to you. After a catch or stop, return the ball immediately to the infield and to the base ahead of the runner. If third base is occupied play for the second man on the bases. There are two exceptions to this rule. They are: 1. *Short fly* which you field near enough to the infield to make possible a put-out at home. Throw to home plate. 2. *Long throw to third*. If the second base is occupied and the ball is hit deep into any outfield or to the right field or right center, throw to home plate.

The reason for throwing to home plate

instead of to third base on hits to the right side of the outfield is that the possibility of getting the man at third is not in your favor. Few schoolboy right fielders can throw hard and accurately enough to make this play successfully. Likewise, few young center fielders can get into position and make the throw accurately when fielding a ball some distance to their left. It is wise to concede the base and throw home to prevent the run from scoring.

Playing for the second man on base except in cases of the short fly and long throw to third is smart baseball. In schoolboy baseball too many throws are made to the plate when there is no chance of catching the man at home. Only the exceptional player of schoolboy age can throw fast and accurately enough to make this play. Keep in mind that you are to play for the second man on base when third is occupied except in case of a short fly or a long throw to third and you will prevent his advance or catch him if he attempts it. This is the best play to make under the circumstances.

It occasionally happens that the winning run is on third base in the last half of the ninth inning with less than two out. In this case a quick throw to home plate is necessary. You must move in close to the infield to play for a short fly and then make the throw home to cut off the run. With less than two out this is definitely your only chance to prevent the run from scoring.

#### Helpful suggestions:

1. Jump or step into throwing position as soon as you have fielded the ball.

2. Bring the gloved hand up to a position in front of the shoulder of your throwing arm.

3. Get your feet on line with the point to which you are to throw.

4. Throw with an overhand motion with your fingers on top of the ball to give it the right spin.

5. Follow through by bringing the back leg around with the throw.

6. Bounce all throws except short ones.

7. With the bases occupied, learn to be moving toward the ball as you field it.

8. When a throw is necessary, catch fly balls with the back of the hands toward the face.

9. If third base is occupied, throw home if: 1. The other bases are unoccupied and you catch a fly; 2. You field a short fly close to the infield; 3. It is necessary to make a long throw to third.

10. Play for the second man on base if third is occupied except: 1. on a short fly, or 2. when the throw to third is long.

11. In the ninth inning with the winning run on third and less than two out, move in close to the infield and throw home if you field a short fly.

12. Before each pitch, decide where you will make the throw if the ball comes to you.

(Continued on page 32)

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JOHN L. GRIFFITH, Editor

## Whose Responsibility?

MEETING with his press conference following his second war inspection trip, President Roosevelt was quoted as stating that there had been a physical and mental improvement on the part of the men and women in the service and in defense work, and suggested that we consider the advisability of continuing this training of young men and young women after the war.

According to the stories carried by the press, the President was not thinking primarily of military training on the part of the young people who would devote a year or more to a maximum of physical training and a minimum of military training.

In the past we have had an idea that the boys in the secondary schools could be given their physical training under the direction of the school coaches and others, and could be given a bit of military training as well. Apparently, the thought now is that it is desirable to require every boy, possibly between the ages of eighteen and twenty-one, to spend some time in getting himself in shape mentally and physically with the help of the military men who would naturally conduct the work in the camps and control the programs.

We have felt that the thirty million young people in our educational institutions should be given physical training along with other types of training, while they were enrolled in school. We have attempted, however, from time to time to suggest that the boys who need this work most will not join the physical training classes unless required to do so. A great many of our educators have been loathe to enforce the state laws requiring a certain amount of physical training per week, and in the colleges and universities the faculties have, generally speaking, not been willing to give the physical training department time enough to do a good job of conditioning and training the young people by, and through, a physical training program.

In the universities and schools of earlier times, it was not thought that the responsibility of looking after the health and the physical condition of the

students enrolled in those institutions rested in any wise on the shoulders of the institutions. Following the First World War, thirty-eight states adopted physical education laws and we all hoped that the nation's physical training, conditioning, and hardening work would, for the most part, be conducted under the direction, and control, of the nation's educators.

In our opinion the nation's educators did not give the physical training departments the necessary backing. By that we mean they did not require the non-athletes to take part in the physical training work that the 65,000 men and women, who had been trained to conduct this work, were eager to carry on.

There is still time for the schools and colleges to show that they are willing to render this service to our children by adopting Dr. Studebaker's courses of physical training for the schools and colleges. There is only one thing left and that is more adequate physical training for the children in the grade schools.

It is clear to us that we are either going to continue with the job of trying to do this work in the educational institutions or it will be, as the President suggested, done in military camps.

## Financing the Physical Education Program in War Time

IT has been frequently suggested that we should not finance our physical training programs with money collected from spectators who witness the various college games. Some who have made this suggestion undoubtedly feel that, if we did not charge admission to our games the colleges and universities would appropriate the money necessary to carry on the physical training programs.

We have never seen anything wrong in the system that we have been following in our schools and colleges from the beginning, but even if it would be better to have our athletic programs financed in the same way that rhetoric, chemistry, and Latin are financed, there still remains a question which is pretty much being answered these days.

What we mean is this, that possibly a hundred colleges and universities have given up all, or part, of their intercollegiate programs. Some of them frankly and honestly have stated that the reason for abandoning their programs was that they feared the gate receipts would decrease and it would be necessary for the university and college treasurers to pay the deficit incurred. Others, not quite so honest and frank, have given other reasons for dropping their sports programs. Some, of course, had very good reasons. The point we want to emphasize is this, that in a crisis athletics are, generally speaking, abandoned if they cannot pay their own way. When times are good and peace prevails, the coaches and athletic directors are, as a general rule, able to raise enough money to carry on their sports programs. In the last fifty years comparatively little of the money that has been

used in financing sports programs has come from tuition or government appropriations. The bulk of the money that has been spent in building field houses, swimming pools, and stadiums, and in conducting the programs has come from gate receipts.

Now then, when war conditions prevail, even though there is ample evidence that our athletics can, and should, be utilized as a means of helping the war effort, a great many college presidents and some secondary school administrators abolish the sports programs for the duration.

When the war is over, we hope that, whenever anyone suggests that it is wrong to use gate receipts to finance a physical training program, someone will remind him of what actually happened in the years 1941, 1942, and 1943. We mean what happened to our physical education programs in many of our institutions.

## *The Source of All Good Things*

**I**N a letter written to his son, George Meredith said, "Prayer for worldly goods is worse than fruitless, but prayer for strength and goodness is that peace of the soul which catches the gift it seeks."

People may scoff when they hear that this or that boy, before entering a contest or a game, prayed for strength so that he might acquit himself properly. It may be that in some cases these boys pray for victory; but in our experience they more generally, in the words of George Meredith, "pray for strength of soul."

We are told that, before entering the Olympic games, the young Greek athletes prayed that they might so acquit themselves as not to bring dishonor on themselves, their fathers, or their gods. No doubt they also sometimes prayed for victory, but more often perhaps they prayed for strength and endurance to enable them to perform their part satisfactorily.

There are some people who see in athletic sports such as those which are conducted by the schools and colleges something base or frivolous, but anyway not worth while. This is, generally speaking, not the testimony of the men who have run the races and played the games.

In some of the countries the young people are taught that all good things come from the state. If they believe this, they then do not believe that God helps them that help themselves but rather that the person involved should look to the state for help from the cradle to the grave.

In athletics one reason why the athlete asks for strength to run the race and to do the job set before him is because he has been taught, not to depend upon others but to improve himself, to steel himself, and to make himself do the hard, difficult things. To such a boy there is a certain amount of joy in doing hard tasks and in playing rough games, games that try men's souls and bring out the best in men.

We do not know why we were thinking along this line, but we suspect it was because we were

thinking of the thousands of our boys who are playing a desperate game for keeps. These boys, we know, when the going is tough, pray as Tommy Harmon did for strength to come out of the difficulties in which they may find themselves.

## *Do Athletic Sports Interfere With the War Effort?*

**T**HERE are some people who apparently believe that, if the American people continue their various sports programs, they necessarily will relax in their other war efforts.

None of us, we may be sure, would want to do anything by way of prolonging this war for even a minute, but the question is, can a people continue their athletics and also carry on their civilian, as well as military, efforts to win the war as quickly as possible.

We speak regarding the athletic situation in the Middle West, not with the idea that conditions here are different from those in other sections, but because we know more about athletics in the Middle West than we do in some of the other sections of the country. Here in the Middle West the colleges and universities generally are carrying on their usual physical training programs. The programs have been modified, it is true, to fit war needs, but the general programs are being conducted and this means intercollegiate athletics, as well as the intramural and the formal work.

There may be some who would say, since the Big Ten, for instance, had nine good football teams last fall and the basketball season was a great success, and the college sports programs in the winter and spring generally were satisfactorily carried on, that this means that somewhere down the line the people of the Middle West neglected their duties and responsibilities in the matter of helping with the war effort.

If the people of the Middle West did neglect their war responsibilities and duties because they permitted their athletic programs to go on, then all of us will certainly agree that the athletics and the physical training programs should be discontinued at once. How we are to measure, however, the contributions that the people of the section mentioned have made to the winning of the war is another matter. The only way that we know to appraise the war efforts of the people of the Middle West is by comparing what they have done with the efforts of our people in other sections of the country. This much is true, that the enlistments in the armed forces of boys in the Middle West are certainly not less than the enlistments per thousand of boys in other sections. Further, the people of the Middle West have contributed to the sale of war bonds, the conducting of U.S.O., the Red Cross, and other patriotic organizations as liberally per thousand as the people of any other sections in this country.

We mention this, not by way of praising the people of one section of the country, but solely by

way of emphasizing our original point, namely, that we can fulfill our war responsibilities and, in fact, as a part of our war responsibilities, keep our athletic training programs intact. There are too many people who have suggested that they were going to give up school or college inter-institutional athletics because they were patriotic and that meant that, being patriotic, they should not conduct athletic programs. The fact is, it is more a mark of patriotism on the part of school principals and college presidents to make available all the usual training facilities in the educational institutions for the boys who are about to enter the service than it is to deny them these privileges.

The old idea that a school or college cannot conduct inter-institutional athletics and, at the same time, provide programs for the boys who are not interested in sports to the extent of coming out for the school or college teams has been pretty well exploded. There may be a few who yet believe that, if they give up their school and college football programs, let us say, they will serve the boys who do not care to play football.

Some years ago certain people suggested that only 2 per cent of the men in a certain college participated in intercollegiate athletics. These people added that they were not worrying about this small group, but they were interested in the 98 per cent whose academic pursuits were interfered with by the 2 per cent, namely, the athletes.

This argument was rather unworthy of the college men who advanced it because, if it were followed to its original conclusion, it would mean that, if a college which now has intercollegiate athletics wanted to improve the scholastic work of the student body in general, all that was necessary was to abandon the intercollegiate teams.

No one believes that any more but there are a few who still advance their argument, hoping that there will be some people who do believe it. By the same token, the facts are now available to show that the American people do not have to abandon their churches, schools, colleges, theaters, and athletics in order to do the necessary war work which befalls the lot of all of us.

## ***The Interest of Men in the Service in Sports Back Home***

**I**N a recent article in the Chicago Daily News, John P. Carmichael relates a story concerning Sergeant Barney Ross that we are taking the liberty of repeating as follows:

"We were crawlin' across Guadalcanal one night," he said, "and it was dark and it was tough. It wasn't any picnic. We were going to kill or be killed and both sides knew it. Alongside of me was a Sergeant Smith from Michigan . . . I can't remember his first name. From Detroit, he was. All of a sudden he said: 'Michigan ought to win the Big Ten football title this fall. Got a helluva team.' I disagreed just on general principles. Well, we got into the damndest argument.

"It spread down the line. All of a sudden we heard a voice yell back: 'Ohio State'll knock Michigan's ears off.' It was one of our boys a few feet away, but we couldn't see him. Sergeant Smith got very indignant. 'I guess you don't know what Michigan's got,' he countered. The voice answered: 'I don't care what Michigan's got. Us ol' Buckeyes have got what it takes.' I don't remember now how the thing finished, that night, but there were shells screamin' and we're crawlin' and everybody arguin' football."

We repeat this story not with the idea of suggesting, or of implying, that we should keep our college sports going during the war because it gives our men in the service something to talk about. It is interesting, however, to know that this incident and countless others prove that our men in the service are tremendously interested in the nation's sports program back home. While these boys were crawling forward to get a closer shot at the Japs, they were not arguing over the value of this or that course of study at Michigan and Ohio State, but rather were defending the men who represented those two institutions in football.

## ***Athletics After the War***

**E**VERYONE suggests that our first job is to win the war, which, of course, it is, but at the same time nearly everyone is thinking of post-war conditions in business, in government, in education, and in everything else. Personally, we see no objection if the American people think in terms of what we are fighting for and try to envisage a post-war America.

We have talked with different men who are trying to look into the future in the hopes of seeing what our school and college physical training programs may be like after the war ends. We will probably discuss this matter frequently in the future. For the present, may we attempt to state one suggestion and very briefly analyze the suggestion and its implications.

It is this, that our college athletics today have been deflated and very much curtailed. Many of the smaller institutions, and a few of the larger ones, have given up football for the duration and perhaps some of them for all time. Those colleges and universities that are still carrying on are co-operating with Mr. Eastman's department and, consequently, have very largely postponed their distant games. Further, time devoted to practice next fall will undoubtedly be shortened, as compared with the time formerly given to football practice. Schedules will be shorter and operating costs reduced.

The people who feel that the present situation is ideal and recommend it for the post-war period are thinking of certain excesses that were a part of the college football programs in the lush years. The extravagances were, in our judgment, overrated by the critics, but we are frank to admit that there were too many post-season games, too many long trips and that a few of the colleges and universities felt it was necessary to conduct their athletics on a professional basis. None of us feel that those ex-

travagances are desirable, but the point we want to make is this, namely, that if we were to reduce all college and university schedules to, let us say, eight games a season and if all games were played with neighboring institutions, and if those who have at some time or other operated athletic scholarships were to discontinue the practice, yet the national physical fitness problem would be in no wise settled.

All that we have said so far deals with the athletic type of men and the sports in which they participate. The great problem, as we see it, is to build stronger bodies among the youth who do not participate in athletics or outdoor exercises to any extent. We are, of course, thinking of the draft statistics and we realize that while our physical training programs since the last war were not a complete flop, yet they had not succeeded in making thirty million boys and girls enrolled in the educational institutions of the country physically fit.

If we stop with what has come to be called the deflation effort so far as college football is concerned, we still would fall far short of the mark in our endeavors to benefit larger numbers of our boys and girls than our physical training departments benefited before the present war started.

Men who know better are making the mistake of talking only about the excrescences while they are thinking about the boys and girls who did not engage in any kind of physical training while attending the grade schools, high schools, or colleges of the country. This is one thing that we ought to be thinking about.

## Major General George S. Patton

WE have been reading these days about our men and officers who are in the thick of the fighting in North Africa. We all, no doubt, have been especially interested in following the fortunes of Major General George S. Patton and his command in these Tunisian offensives.

General Patton competed in the Olympic Games in Stockholm in 1912. He was the only member of the American team in the Pentathlon. Modern Pentathlon, as we all know, consists of the following events, athletics, fencing, riding, swimming and shooting. While the gentleman did not win first place in this competition he ranked well up among the leaders.

Recently there appeared in the Saturday Evening Post an article concerning Major General Patton which was written by Ted Shane. We quote from that article as follows:

"The will to win and the ability to carry out the dictates of that will had been poured and sweated into them relentlessly by their general. I wish them Godspeed and all luck. Beyond that, I fervently hope all of them will keep their eyes on the back of their general at all times. If they do, they'll find themselves in the damndest places, doing the damndest things. And they'll come home sooner than they expected, marching to their own divisional marching song. Yes, they have one; it's a good one

too. It begins with the bandmaster drawing two pistols and firing them off, one after the other. Mrs. Patton wrote it."

## Athletes Do Not Ask for Deferment

IN the March issue of this magazine there appeared an editorial entitled, *Draft Boards and Athletes*. We wrote that editorial to accentuate the fact that the draft boards decide whether a boy goes into the service or the enlisting officers accept or reject the volunteers. We pointed out that if a college boy waiting for his number to be called chooses to get himself in shape by playing basketball or football that is his business and it does not concern the men who think that such athletes should not be permitted to play games.

We received a number of letters from subscribers following the publication of this editorial, and we are taking the liberty of mentioning some of the things that a few of these men wrote us.

W. W. Bradshaw, Athletic Director at Ouachita College, Arkadelphia, Arkansas, writes that in 1941 his college was undefeated in the Arkansas Intercollegiate Conference. Of the twenty-five lettermen, eleven are now in active military service, two are government chemists, six are members of reserves for students, and one is a flying instructor. Two joined the Marines in December, 1941 and fought through Guadalcanal.

The 1942 Ouachita football team lost only one game. Thirteen of the boys who played on that team are now in active service while fifteen are members of the Marine, Air and Army Reserves and all are expecting to be called out this summer. On April 11th, one of Ouachita's greatest and best liked athletes was killed in an air crash.

Director Bradshaw says, "If this does not answer your argument as to why some boys can stay in college, as their government wants them to, and at the same time carry on healthful outdoor athletic work, I do not know what it will take to please some of the grippers." We want to add that we agree with Mr. Bradshaw.

Mr. C. E. Stewart, Director of Athletics at Hinds Junior College, Raymond, Mississippi, wrote us as follows:

"Just read your very interesting editorial, *Draft Boards and Athletes*, in the March issue of the JOURNAL with which I thoroughly agree. The argument advanced by some people that the draft boards have found a way to defer athletes certainly won't stand up in our part of the country, and I might say our boards are pretty much the same as other draft boards all over the United States.

"My 1942-43 squad of thirty-three men is in the service with the exception of five boys who are in the Navy Reserve Program."

We are sure that if the record of all of the athletes in the schools and colleges were ever compiled, that record would show that these cases just listed are not exceptional cases but the usual thing so far as our athletic boys are concerned.

# College Basketball Closes the Year with a Bang!

## The Western Play-Offs Of the National Collegiate Athletic Association, A Thriller

By Clyde McBride

Sports Editor, Kansas City Star

**A**NOTHER National Collegiate Athletic Association regional basketball play-off has come and gone, entertained its splendid crowds, left its points for conversation and argument, and no doubt many of you who were fortunate enough to be in the auditorium Friday and Saturday nights are wondering if it was the last N. C. A. A. tournament we'll be seeing until the war is won.

Of course, there is no way of knowing. The N. C. A. A. people mean to be guided by the trend of time and conditions. In the auditorium Saturday night you heard opposite expressions.

"We're looking at the last N. C. A. A. for several years," said one veteran Valley conference man.

"It'll be right back here next March," said another. "The players may be younger, sixteen and seventeen, with a few eighteen-year-olds, but the competition will be just as keen, and after all that's the main item."

So take your choice and let Time bring the answer.

And what did you think of those fighting boys from the University of Texas? Battlers, weren't they? They didn't want to give up and you thrilled to their bristling, fighting spirit both against Washington and against Wyoming. Maybe they weren't so long on finesse and maneuvers to work the ball under the basket, but they were game battlers; they had a will to win and they had quite a bucket-shooter in Hargis and they came up with the ball off the blackboard, and it took all that a really unusual team of Wyoming Cowboys could muster, to send the Longhorns back to Texas instead of on to New York for the championship game with Georgetown Tuesday night.

### Sailors Sailed the Court

And wasn't that Ken Sailors, the Wyoming midget, a basketball player? Did you ever see a better one? Better passer, better dribbler, better shot, as much speed, so much annoyance to the man with the ball when on the defense, all in one little

145-pounder? If so, who was it? Ernest Mehl, who covered the run of fourteen successive A. A. U. tournaments in old Convention hall, was thrilled by the dauntless spirit and the swift, non-stop play of Sailors. "He's the best basketball player I ever saw," Mehl said.

And something else before we check out on the N. C. A. A. Western regional basketball . . . Saturday night's final game and its runner-up game were great and kept you glued to your seat until the finish, but the Friday night program was the one that will flash all the red lights in your memory system whenever a thought turns backward toward it.

That Friday night had everything . . . basketball that thrilled, a glimpse of the group of young British fliers training in this country and seeing their first basketball, and an ovation to the former Washington athlete, now a marine flier, with eleven Jap planes to his credit in twenty-nine days.

Within the memory of this writer there never has been a basketball crowd story worthy of comparison with that of Friday night. The two games were great, the gripping kind of games that startle you and hold you tight, and you wonder how the thing that is happening really can happen. Oklahoma jumps out in front of the favored Wyoming team, and Gerald

Tucker, the Sooner star, is at his best. His play fascinates you, but the officiating is close and tight, and all too soon there are three fouls on the Oklahoma star. One more puts him out. The crowd does not like the officiating. It may be the best, but the cash customers don't like it. Before the end of the first half a fourth foul is called on Tucker and he is through for the night. Then an outburst from the 6,000 spectators that was a spontaneous expression of disgust and displeasure. It wasn't that the crowd was all Oklahoma, but rather it was a crowd that had been thrilled by the beautiful play of the Sooner forward and resented his enforced departure. It was the most convincing display of crowd resentment a Kansas City basketball audience ever has given.

### Tucker's Absence Spurred the Team

With Tucker out the prevailing opinion was that Wyoming would romp away, but the Sooners dispelled that opinion by making a courageous fight in the last half, a fight that wasn't quite equal to the task, but one that kept the crowd enraptured all the way. The Sooners were only three points away when the end came.

The introduction of the British fliers came in the intermission and when Announcer Bourrette asked them to stand, the crowd finally located the boys in loge seats and gave them a royal greeting. But the big moment was yet to come. The announcer had introduced the players of the Washington and Texas teams, and they stood in little groups at either end of the court. Then Announcer Bourrette told the crowd that he had a special introduction to make. He started to tell about a marine flier who had played on the Washington team eight years ago, a flier who had been in the Solomons, and only the day before in Washington had received the Congressional Medal of Honor from the President of the United States. That flier had just arrived from the nation's capital and was on the bench with his alma mater team.

### The Crowd Caught Fire

"I give you Major Robert E. Galer," said the announcer. The crowd gave him a rousing applause as the tall marine, presenting a splendid figure of a rangy basketball center or forward, arose from the Washington bench and walked out, to stand in line with the boys from his old university. The crowd kept its seats at

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**T**HE accompanying article concerning the Western Play-Offs of the National Collegiate Athletic Association Basketball Tournament held in Kansas City recently was written by C. E. McBride, Sports Editor of the Kansas City Star. Mr. McBride is not only one of the best known sports writers in the United States, but through the years he has been more than a commentator and reporter. He has been a tremendous influence for the good in college and high school sports. This presentation shows the side of sports that has made American athletics what they are.

**W**ELL qualified to give us the write-up of the final game of the National Collegiate Athletic Association tournament is Nelson W. Nitchman, Lieutenant (j.g.) U. S. C. G. R. Lieutenant Nitchman, before going to Colby College in 1941 coached football and basketball at his alma mater, Union College. Last August he joined the staff of Lieutenant Commander John S. Merriman, Jr. at the United States Coast Guard Academy, where he has served as assistant football coach, head coach of basketball and is assisting with the training of three hundred regular cadets and a thousand reserve cadets.—Editor's Note.

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first, but gradually it came to its collective feet, and the booming voice of Announcer Bourrette broke through the ovation . . . "and he has eleven Jap planes to his credit," Bourrette said . . . and then suddenly the plaudit tempo increased, and if ever emotion swept over a vast audience and gave itself expression in the pounding of palms you heard it then. If you were there you took part in it, and your blood ran faster and your heart beat quicker, and your eyes paid hero worship to that marine fighter of the skies who had been out there in the far Pacific doing things on man-made wings that even birds won't try. It must have been that the crowd suddenly visualized the daring of that marine major knocking treacherous Togos out of the sky because if ever 6,000 stampeded humans ever poured their hearts out you heard it then and there.

You sat down a trifle weak in the knees. It had been a tremendous thing, a thing that had grown, caught fire and become a conflagration all in fleeting seconds. In a way it was just a bit of preview of what will be taking place in the months or years to come when our fighting heroes come back from across the seas.

The Washington-Texas game added the finishing touches to what may have been the auditorium's greatest night. Washington was the tournament favorite, and its long shooting stars opened up a big lead, only to have a fighting band of Texas boys, refusing to believe that they were beaten, come back to wage a fight that tested all the fiber of the West coast champions.

What a night! What a night! Kansas City owes much to N. C. A. A. basketball.

## The Final Game of the National Collegiate Athletic Association from a Technical Viewpoint

By Nelson W. Nitchman, Lieutenant (j.g.) U. S. C. G. R

Coach of Basketball, United States Coast Guard Academy  
Formerly Coach of Football, Colby College

**A** DISTINCT height advantage and the obvious correlated staying power enabled Wyoming University's 1942-1943 quintet to overcome scrappy, slick ball-handling Georgetown in the National Collegiate Athletic Association basketball final in New York's Madison Square Garden on March 30. Georgetown's clever floor play and sturdy defense helped it to maintain a lead the greater part of the game, but a fine spurt by the taller, superbly conditioned Big Seven champions in the last six minutes overcame the lead that had been estab-

lished by some fine set-shooting. Komenich, tall and rugged Wyoming center, who up until that point had been played to a standstill by Georgetown's Mahnken came to life and made two all-important rebound shots while Sailors, Wyoming's star, who merited, beyond the slightest doubt, the best all-around player-award, assured his team of victory by directing a possession game after Wyoming acquired a four-point lead. Sailors may very well be classified as one of the all-time college greats. He is a most remarkable dribbler, a fine shot, a good team man and a tenacious defensive guard. Playing outside in the Wyoming style of attack he was the team's balance wheel, an especially good playmaker who coupled his play-making ability with his individual dribbling talents to break through the opposing defense. If played loosely, he was capable of driving as close as possible to the basket, stopping quickly and hitting with the right-handed push shot which he and his team mates used considerably. Sailors' composure throughout was transmitted to his team mates and was particularly noticeable and effective when Wyoming successfully froze the ball, working only for close shots after securing a slim lead.

Wyoming's style of offense featured basically the slow break. Their superior height, used advantageously under the basket, Georgetown was attacking, guaranteed them a goodly number of defensive

rebounds. Offensively, for the most part, their two tallest men, Komenich, a left-hander, and Weir, would assume the positions in the right and left corners, respectively, while the ball was advanced by Sailors and the other two men. If Sailors or either of the two other men who wove in flat figure-eight style behind the free-throw line could, by individual maneuvering, get by their respective opponents, the middle was open for their penetration. Periodically, after several flat passes among the three men weaving were completed, the ball would go to either Weir or Komenich, floating out from their respective corners. Either man would set a block for the other who would use a one-hand push shot after which both would follow hard. In employing this front-court strategy, Weir's right-hand accuracy and Komenich's left-handed abilities were brought into play to take the greatest advantage of individual talents. Kraus, Georgetown captain, played the taller Weir well, but accumulated three fouls before the first half ended. Mahnken played Komenich's left hand, almost to the exclusion of watching his right, and held him in check splendidly, save for the last four minutes when Komenich drove harder than he had all through the game and tipped in two timely rebounds. Hassett, Georgetown's other guard and a phenomenal ball-handler, was assigned to Sailors. Sailors' unusual dribbling ability forced Hassett to play a bit more loosely as the game progressed. Sailors would stop abruptly and cage one-handers. Along with the aforementioned style of offensive play, Wyoming inserted occasional deep figure-eight cutting with all five men involved in the revolving. They scored a couple of baskets, using this method of attack, but also committed several blocking fouls by screening illegally. In the last few minutes they employed a few successful fast breaks against the tired, smaller Georgetown quintet. The out-of-bounds play, shown in Diagram 1, proved effective for Wyoming.

Weir, 2, and Komenich, 3, lined up shoulder to shoulder as shown and stationed themselves in front of Sailors, 4. Number 1 fed the ball to Sailors, if Sailors' man, X, remained in front of the two big stationary men. If X came behind 2 and 3 Sailors cut him off on either 2 or 3 for a lay-up. The play counted once each way since the Georgetown players did not switch on the latter one.

The Wyoming team had, in addition to the men already mentioned, a driving steady reserve named Collins whose shooting and rebounding brought them up even with Georgetown. The Wyoming team used frequent back-bounce passes and did much one-handed passing. In shooting, most of them would adjust the ball at a high plane with both hands and push the ball off the left palm with the right hand, (Continued on page 34)

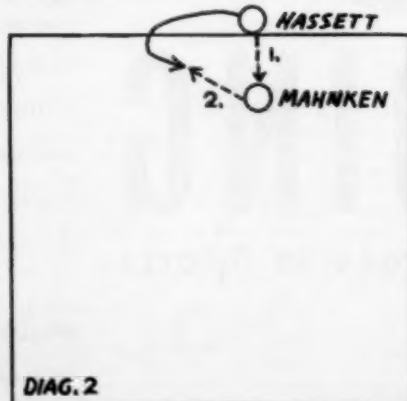
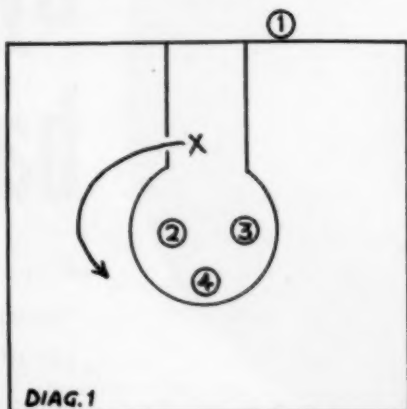




Illustration 1—Position of the feet of an infielder receiving a ground ball with his feet together. Note the flexibility of the knees, permitting the player to raise or lower himself depending upon the height of the bounce. All ground balls are fielded, wherever possible, with the feet placed at right angles to the flight of the ball. The better players have for years chosen this stance to catch very sharply hit ground balls. The ball is easily blocked if it is not cleanly caught, thus permitting a play, even though the ball is not handled cleanly.

Illustration 2—Again as in Illustration 1 the feet are placed on a line perpendicular to the line of flight of the ball. In this instance the fielder has a spread of eighteen to twenty inches between his feet. This stance is used on ground balls that present little difficulty to the fielder. It permits full

coverage for bad bounces and the quickest throws can be made by a short pivot on the right foot. The knees are slightly bent to allow for quick movement in any direction.

Illustration 3 shows the initial footwork of the shortstop in throwing to first base while finishing a double play. By placing the right foot on the base, the shortest and quickest throwing action is allowed in getting the throw away. This footwork does not hold on throws to the shortstop's right.

Illustration 4 shows the stance of either the second baseman or the shortstop in receiving throws from the catcher. This important position permits quick steps to either side for wide throws. Note the feet are behind the base in a position to permit the fielder to catch the ball and place it in front of the base, thus requiring the base-runner to tag himself out. The fielder behind the bag cannot be spiked or bowled over by the runner.

Illustration 5 shows the stance for the sacrifice bunter. The batter assumes this squared stance before the pitcher releases the ball. The footwork from the normal hitting stance to the bunting stance should be a normal step and not a jump or hop. This stance is used at the times when advancing the base-runner is important to the outcome of the game. It is not used in the drag, push or squeeze bunt.

Illustration 6 shows the base-runner rounding a base. Careful study has shown that the player who touches the base with his right or outside foot will run on a shorter arc between the bases. The shorter arc means faster baserunning with less effort ex-

ended by the runner.

There are two common methods of sliding used by good players. Illustration 7 shows the fast, straight-in-stand-up slide. Here you will note the left leg is bent under, and the right leg is extended straight ahead to reach the base. All leg and foot positions are natural and not strained. As the runner slides into the base, his extended foot strikes the base, and his weight is thrown forward permitting the left or folded leg to raise the player to a standing position. This slide is very popular as it permits the base-runner to take advantage of any bad throws as he is on his feet, ready to run to the next base.

Illustration 8 shows the fade-away or hook slide. This slide is used when the fielder has the ball in advance of the runner reaching the base. Here again leg position must be relaxed and not strained.

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# Comments From Coaches of the High School State Basketball Tournaments

## Cross-Country Running As a Conditioner in Basketball

By E. W. Eveland

Paris High School, Paris, Illinois

THE state finals at Champaign are made up of the "sweet sixteen" of Illinois basketball. As this term implies, sixteen teams emerge as winners of their regionals, sectionals and perhaps winners of districts, to which preliminary tournaments are sent teams from the smaller schools in that regional.

This year's tournament arrangement was somewhat different from previous years. Formerly, winners and runners-up from the districts and regionals were allowed to advance. This year, however, only winners were advanced. When the Illinois state tournament series starts, over 900 teams are entered.

Paris, a town of approximately 9,000 population, is located in the east-central part of Illinois. The high school enrollment is 650 and Paris was one of the smaller schools in the state finals.

This year was the seventh year, in the last eight years under my direction, that Paris has been a member of the sixteen finalists. In 1938, we placed third. In 1939, we placed second. In 1942, we again placed second, and this year, 1943, we finally won first. Paris boys played basketball this season in a new \$250,000 gymnasium, which seats 4,200 people. It is one of the most beautiful gymnasiums in the state and the seating arrangement is almost perfect from the spectators' viewpoint. This new building also has four classrooms which accommodate instrumental and vocal music, homemaking and domestic science.

To prepare boys for the strenuous basketball season, we emphasize the conditioning of the lungs and legs. To get this conditioning, all boys are required to take part in football or cross-country running. We have had as many as 126 boys out running. To show the high degree of conditioning, they acquire, before basketball drill starts, the following may be cited: A forward on our basketball team this year was able to run two miles in ten

minutes, twenty seconds. Every member of the first six could run two miles under eleven minutes. The boys have been undefeated in cross-country meets for two years and have won the majority of their meets in the last eight years. This running goes on from the first day of school until October 15. On this date, the cross-country squad is cut and only the members of the cross-country team remain in training. All the boys, including the cross-country team, that are good enough are placed on the basketball squad. We have two squads, thirty on each squad, who stay out all winter for basketball. The boys on the cross-country team continue running as long as they can find competition, which is usually the first week of November. Every member of the first six in basketball is on the school cross-country team. From October 15, the preliminary basketball season starts and gets into full swing when cross-country season is ended. After this rigid conditioning, the boys are able to go through a full basketball game at top speed. I am a firm believer that it was this conditioning that enabled us to win a couple of very difficult games in the state finals this year.

Many of the boys who received this rigid training here during the past eight years are in the armed service and their letters come in to me indicating that they believe themselves very fortunate to have had the opportunity in high school to build themselves, physically to meet the rigors of army life in all climates and in all conditions.

From my observation at the last ten or twelve state tournaments, I believe this year's tourney had more good teams than any other tournament. Usually, there are two or three good teams, but this year we had ten outstanding teams. The man power displayed on some of this year's teams was unusual. For example, we had West Frankfort, Salem and Moline. These teams had boys around 6 feet, 6 inches in height and weighing 200 pounds. We also had the speedy, slender, clever ball-handling type of teams like Canton, Decatur, Kelyvn Park and Elgin. Our team was comparatively small and would be classed in the latter group.

In this year's tournament, the man-for-man defense with a fast-break offense was predominant. Most of the teams played a pivot man, using inside and outside screens. This might be called a tourna-

ment of centers. Nearly every team had a large, clever center, who passed, shot and rebounded well.

After watching the tournaments this year, I believe something should be done to improve the foul situation. Several fine teams lost their games because they lost their star players by the foul route. Paris, as an example, went to the tourney with the reputation of being a great defensive team. We lost several star players in our first game and from then on, the team tossed defense out of the window, tried to outscore their opponents and were lucky enough to win. The offensive player going toward his basket was given the right-of-way. The rules state that, if a guard beats a dribbler to the position, the responsibility for contact shall be upon the dribbler. This sort of rule interpretation not only disrupts the team play, but ruins the game from the spectator's point of view. I believe the rules should be changed to allow five fouls or to penalize the player by giving his opponent a free throw and the ball out of bounds after the shot, but allow the player to remain in the game regardless of the number of personal fouls.

Due to the war situation, scarcity of tires and gas rationing, concern was expressed before the state series started that these tournaments might not be a success financially. All tournaments were well attended and tickets for the state finals were sold out a month in advance. The new university gymnasium seats 7,500 people and 48,915 tickets were sold for the entire tournament.

## The Fast-Break Prevailed in the Indiana Tournament

By Murray Mendenhall

Athletic Director, Central High School,  
Fort Wayne, Indiana

FOR the first time in the history of the Indiana High School Athletic Association final basketball tourney the games were held at the coliseum in the Indiana state fair grounds. This was necessitated by the fact that the armed forces had taken over the Butler University field-house, where the previous state tourneys had been held. Washington, champion for the last two years, was eliminated in the

regional tourney, so after the second week of elimination it was known that a new champion would be crowned.

One distinct feature of the 1943 Indiana State High School Basketball Finals was the fact that three of the four teams in the final tourney were fast-break outfits, Bedford, Lebanon and Central of Fort Wayne, the champion. In 1942, none of the four finalists was a fast-break team. Of the four this year, only Batesville, from a town of 3,000 was a slow-breaker.

In the first afternoon game, both Bedford and Lebanon relied on trying to beat the defense down the floor. If this failed, they moved the ball around until they could get an opening for a two-handed set-shot or a one-hander. Neither team based their offense on set plays to score. They just shot when they had a chance and then rebounded. Lebanon won this clash 36-35 in a thriller. In this encounter Brennan of Bedford was outstanding especially on rebounds. In the second afternoon game Batesville brought the ball down slowly until they could work it within fifteen feet or so for a good set shot. They took no chances whatsoever on shooting from out on the floor. If they got down close, but were guarded, they sent the ball back out and started over. In this game they took only thirty-five shots, so you can see they did not take any unnecessary chances in shooting. They, however, could not match Central's power and all-around ability and lost 33-24. Central's injection of three substitutes in the third quarter turned the tide of the ball game. These three boys scored nine points in the space of three minutes and this was too much for Batesville.

Many fans figured that Lebanon and Central would slow down in the final game, due to the fact that they had both been extended in the afternoon, but this supposition proved false. They went up and down the floor at the same speed as they did in the afternoon game and gave the 11,000 fans a real thrill. This game set a new scoring record for the final game, surpassing by eleven points the old record of seventy-four points made by Frankfort and the Central team in 1936. Central won the ball game 45 to 40 in a fast, well-played duel, simply because they had a little too many guns for Lebanon. The sportsmanship shown in the game was excellent. Not once was an official's decision questioned. Coach Paul Neuman of the Lebanon Tigers said later at the Fort Wayne Victory Banquet, that it was surprising to him that after the game was over he did not hear one word of complaint of any kind from his boys in the dressing room. That is remarkable when one realizes the terrific pressure to which these youngsters are exposed in a final tournament. Taking everything into consideration, I think that beyond any shadow of a doubt, the 11,000 fans witnessing the

(Continued on page 25)



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# A Service Without a Service Medal

By H. R. Hastings

Director of Athletics, Austin, Minnesota, High School

**T**HINKING people of today are confronted with a number of major problems which are directly the result of war. These are evidenced in the fact that American youth is not properly conditioned for entrance into service, that there is a lowering of morale on the home front, and that there are astonishing figures which indicate that there is a steady increase in juvenile delinquency. Everyone should be aware of this situation, especially the physical education teachers and the athletic coaches who should consider it their duty to promote and sponsor every type of physical activity for which facilities are available during this spring and summer.

Never was healthful and happy recreation more needed in America than today. In Austin, Minnesota, we are sponsoring interscholastic competition in track, baseball, golf, and tennis. Intramural sports are scheduled in softball, horseshoes, tennis, hikes, field days, tug-of-war, and any other activities in which it is possible to get boys interested. Our summer program under the city recreation department, of which we are a part, is already planning baseball leagues for Pee-Wee's, Juniors, and Legionnaires; softball leagues for adults (both men and women) and juniors; victory gardens; swimming at the municipal pool and the beach with eight life guards; tennis leagues; horseshoe leagues; Cedar Valley Archery Club; children's wading pools; community song fests; and scouting activities, all on a much larger scale. A series of "Dry Dock" dances for youth has been introduced with great success.

Schoolboards and city councils everywhere are willing to provide their facilities and equipment for the development of our

youth. To find adequate leadership is the biggest problem. Every teacher with any athletic ability would be doing his country a great service this summer if he would lend his services to directing some recreational program. Coaches should dedicate themselves to this task; the solution of these problems will provide war work of the highest calibre, for he would be strengthening next year's war offensive and preserving those national qualities which are the bulwark of that offense. *One cannot win a service medal from this type of work, but medals and citations may result from fitness, habits, and morale built by these activities.*

Healthful recreation will develop quick-thinking, greater muscle, endurance, strength, and stamina among our youth. Because of the steady increase in juvenile delinquency, more recreation is needed. Those with authority estimate from ten up as high as fifty per cent increase in juvenile crime. J. Edgar Hoover of the F.B.I. already realizes that, if prompt measures are not adopted to off-set the trend, the resulting post-war crime wave will shock the world. A child is restless, excited, and inclined to be wayward. A good child is a child who has something interesting to do. Keep a child busy and he will not be a problem child.

Lack of wholesome recreation for our youth brings about poor physical condition. This not only lowers our future war offense, but it lowers the morale on the home front. Lowering of vitality by the lack of something to do lets down the bars to the ordinary enemies of morale—boredom, suspicion, friction with one's friends. Proper recreation conditions us to ignore or push out of the way the worries, fears,

timidness, hesitations, and invitations that are the stumbling blocks to effective enthusiasm and high spirits.

A judge in a Virginia court of appeals last summer handed down a decision which read, "Due to the complexities of our present day civilization and the strain under which we now live and work, relaxation and recreation are just as much necessities as food and drink."

Franklin D. Roosevelt says, "Next to active military service itself, there is no higher opportunity for serving our country than helping Youth to carry on in their efforts to make themselves physically strong, mentally awake, and morally straight, and prepare to help their country to the fullest in time of war as well as in time of peace."

Greater opportunities for recreation must be made available this summer by those of us who are on the home front despite the war pressure America is under. No one should be permitted to persuade us that we can get along without wholesome recreation for everyone; our youth, who have to grow up under the grimness of this war, are the ones for whom we are saving this country, and it is our responsibility to see that they are worth the price we are paying and will pay.

In conclusion, may I reiterate that it is the patriotic duty of all coaches and athletic men to act immediately to promote wholesome recreation for our youth; to build in them better thinking, greater speed of action, efficient timing, better coordination of mind and muscle, endurance, strength, and greater stamina, so that if they are eventually called into the service of their country, they will be the best physical specimens in the world.

## Six-Man Blitzkrieg

By M. L. Rafferty, Jr.

Athletic Director, Trona, California, High School

**H**IKE! The brown spheroid snaps back swiftly from the piston-like arms of the center, who takes off at the same moment for a certain designated spot in the opposing backfield. He starts like a sprint man. He runs like blue lightning.

Behind him the quarter fakes the ball to the half, who runs wide around left end, simulating beautifully an orthodox flanker sweep. The opposing backs shift uneasily to cover him and bring him down.

Meanwhile, the quarter executes a full spinner and, as the enemy ends charge in,

he flips a basketball lateral over their heads to the full, who has cut wide to the right behind the line.

And then, as the remaining man in the rival secondary charges in to bring him down, the full snaps a bullet pass straight into the waiting arms of his center, who has reached a point some fifteen yards beyond the line of scrimmage.

Trona has made another first down.

Quite frequently, Trona has scored another touchdown.

What is all this?

This, fellow sports fans, is six-man foot-

ball, of which you may have heard a rumor or two. But it is six-man football with a new twist, a very important twist. It is six-man football as it is played by the small schools of California's Desert League. Most particularly, it is the brand displayed by the league's newest and most spectacular member—Trona High, and her Blue Tornadoes.

And, until you have seen these desert boys play football, you have been missing chain lightning on a gridiron.

The schools of the great Mojave Desert are few and far between, and they do not

have a great number of students, but the boys who go to them like their football, even if there are not enough of them to play the regulation eleven-man game.

For these boys, six-man is a natural.

They have taken it to their hearts, played it with everything they have and evolved a totally new type of pigskin mayhem. The rules are the orthodox ones set forth by the National Intercollegiate Association, but the style of play is anything but orthodox.

Deception as a primary offensive weapon is supposedly impracticable in the six-man version of the game. Why? The answer is simple. With only half the traditional number of men on a side, screening a reverse or a fake spinner is rendered proportionally more difficult. And, what is worse, if one man on the opposing line spots the attempted deception, it is usually all over but the shouting. Deception is commonly thrown overboard in favor of speed and power.

Let's look at the way the 1941-1942 Desert League Champions utilize that assertedly "impractical" offensive weapon, deception.

Trona is a chemical town situated some eighteen miles from the Death Valley National Monument. It is intensely hot in the summer, but the falls are just warm enough to put football players in first-class condition. The town is "sold" on its high school, and the high school is "sold" on six-man football.

The boys are big and tough. They play in basketball uniforms. The soft desert sands keep injuries to a minimum. The gridirons are laid out with white potash on yellow sand. You've never seen football played in quite such a setting. Incidentally, the Trona Varsity averaged thirty-two points per game last year. Six-man football in the desert is strictly high-voltage.

Diagram 1 shows a typical scoring play. Notice how it combines the three vital elements of passing, running, and deception. Everything hinges on the full's ability to deceive the opposing secondary into thinking he has the ball. For this reason, a similar fake reverse play in which the full actually carries the ball, is usually called a couple of plays before this one. In this case, the ball goes from center to quarter, who executes a half-spinner and laterals to the full. That gentleman starts around end at high speed and is met by the half who takes the ball on a hidden reverse. The half takes about three steps and snaps a quick pass just over the line to the quarter, who has cut between center and end. That is all there is to it, but it is dynamite. The rival secondary is usually completely befuddled by the time the last pass is made.

Diagram 2 illustrates one of Trona's man-in-motion plays. Here the quarter, starting from a standard single-wing formation, runs laterally about ten yards be-

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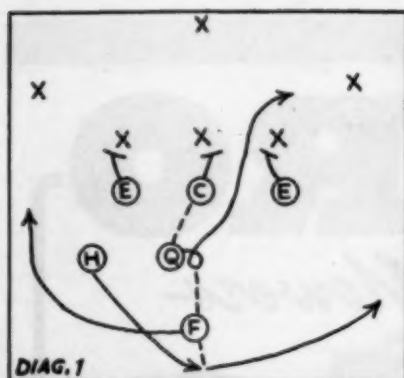
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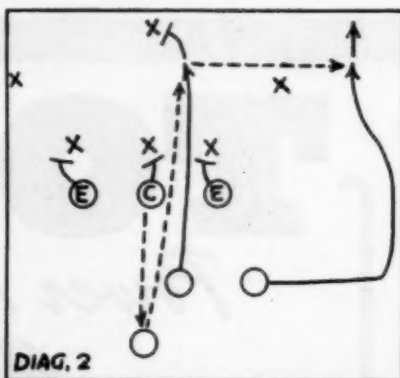


## Here's new center of '43 Major League Ball!

When National and American League teams stepped up to bat last month the newly approved baseballs they went to work on were substantially the same as those used in pre-war years. Only real difference was in the center. Here A. G. Spalding & Bros., who manufacture the official balls of both leagues had substituted non-critical materials for rubber. A cut-away reveals an inside core of balata (reclaimed from old golf ball covers) and cork encased in two layers of balata compound plus a cushioning ring of the same material.



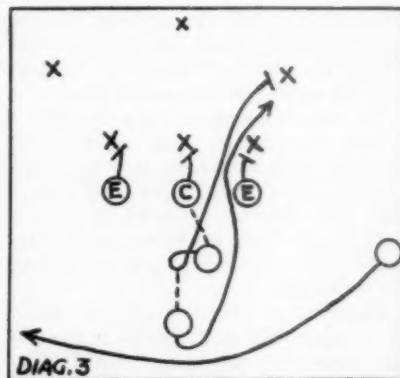
fore the ball is snapped to the full. The line blocks, and the half cuts across the line between center and end right into the middle enemy secondary. Meanwhile, the quarter, from his wide flanker spot, has pulled the opposing defensive backs over to cover him. The full flips a quick one to the half who keeps on going until the safety man comes up to make the tackle. Then he laterals to the quarter, blocks out the safety man, and that's all.



Wide open football? You said it! How about some good old line-plunging, you ask? Six-man has that, seasoned with a little something all its own.

Take a look at Diagram 3, one of the plays that won the league title for Trona last year.

Here the man-in-motion runs toward, rather than away from, the ball. Starting ten yards wide, the half covers about five of them before the ball is snapped



back to the quarter. The ball is lateraled to the full, who fakes a reverse to the half as he "steams" out around the end. Instead, the full cuts directly over center with the quarter "mowing 'em down" in front of him.

Everything that eleven-man football can do, six-man can do better. That is what the boys in the Mojave Desert say. For wide-open, high-scoring, heart-stopping action, give them the six-man game.

# The Intramural Softball Program at Amache

By John C. Hoke

Health and Physical Education Instructor  
Amache Senior High School, Amache, Colorado

AT this time of year the physical education instructor has a difficult problem in finding an activity that will satisfy the needs and interests of all high school boys. He finds it difficult to set up an intramural program which will both satisfy the aims of a physical fitness program and keep interest at a high level.

Since watching enthusiasm for softball grow so rapidly for the past three years, I believe firmly that this sport should be incorporated into the school program. I believe also that it will soon occupy as important a place in the spring program as football and basketball do in their respective seasons. If colorful uniforms are used, the school band, and pep club organized, the sport made interscholastic, and played under flood lights, as much spectator appeal and interest will be in evidence as any other sport enjoys.

Amache Senior High School is located at Amache, in Southeastern Colorado, with a student enrollment of 544, 188 sophomores, 167 juniors and 176 seniors. Of this number there are 276 boys participating in the softball program. The school is part of the War Relocation Authority Project for Japanese evacuated from the Pacific coast. Our students are Ameri-

can citizens, and many of the boys have enlisted in the combat unit recently organized by the army for Japanese Americans.

My aim was to find an activity which would incorporate team spirit, competition, physical skills for physical development, include boys of different and varying abilities, and yet keep their interest for several months. I found these qualities in softball.

The softball program includes 97 per cent of the boys enrolled in the required physical education classes. Three periods a week are devoted to activities of a physical nature, and it is during these class periods that we conduct our intramural schedule.

In setting up our program at Amache, it was necessary to consider the equipment available, the limited play space, the number of boys participating, the interest of the boys, and the value of the activity as a conditioning unit. Softball seemed to be the one activity in which we could get nearly 100 per cent participation, for which we have the equipment, and which provides for an activity helping prepare the boys physically for induction

into the armed forces. To me some of the most desirable functions of the activity as a war-time conditioner are: the development of co-ordination, timing, neuromuscular reactions, balance, speed, and muscular development. Softball, with the pitching de-emphasized, satisfies these functions.

In order that the class may be divided into teams of equal ability we use a fourteen-man work-up schedule as shown in the diagram. Players take the positions as shown and move up one position as outs are made. This gives each boy an opportunity to play every position, and prospective captains an opportunity to check the ability of all the players. The boys draw for starting positions. We use this work-up plan for two weeks and then elect captains, who in turn pick their teams. A schedule for each class is drawn up so that each team meets every other team three times. The team finishing the schedule with the highest percentage represents their class in an interclass play-off for the school championship. We will then choose an all-star team to represent each class in an all-star tournament for the all-star championship.

We keep accurate score sheets and records of all games including fielding and batting average of the boys. This aids in developing interest and tends to improve their ability. We try to make the boys offensive minded, in preference to developing outstanding pitchers.

We have a number of reasons for choosing softball as our spring intramural sport. First of all, it can be played with a minimum of equipment. Gloves are not necessary; however, we allow the boys to use them. Bases and backstops may be built out of any scrap materials which are available. The playing space may be small, since long hits are limited. The game is fast with large scores. It is a team game, yet wide open for individual play. A full seven-inning game can usually be played in an hour. The players have little fear of being hurt by a softball, which gives the boys confidence in speed play.



I have found that nearly every boy enjoys playing ball, but some occasionally hesitate because they feel that they lack the ability to play well. We try to improve this play through constructive criticism during the work-up periods, and only excuse those boys from participating who bring notes from a doctor saying they are physically unfit. We feel that softball combines all of the values of the competitive sports, yet is within the playing ability of a greater number of boys. The skills of the game do not limit themselves to a weight, height or speed advantage.

I feel confident that softball will find its place as an interscholastic sport in our high schools within the near future. It has a large following in most towns as a summer sport, and since it can be played under flood lights, its popularity will grow.

## The Fast Break Prevails in the Indiana Tournament

(Continued from page 19)

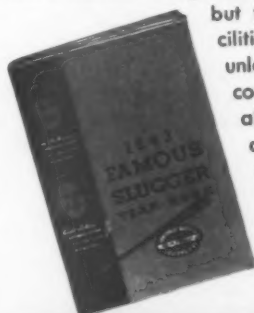
final struggle were treated to the kind of basketball they like to see, although that kind of a game is terribly hard on the

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coaches and the boys. Only the splendid physical condition of both Lebanon and Central could be responsible for this. At Central nothing out of the ordinary was done to put these boys in that physical condition. I always figured that a team played the way it practiced so we always bear down in practice. The splendid mental attitude of the boys was a tremendous aid in going through ten tourney games to become champion.

The all-around ability of Fort Wayne was more than the others could match. We had six boys, any one of whom was potentially dangerous. In the sectional tourney it was Murray Mendenhall, Jr.

and Tommy Shopoff who were the power. In the regional tourney it was Armstrong. In the semi-finals it was Stanski, Mendenhall and Van Ryn. There is not much the opponents can do when a coach has six boys like those.

Central, Lebanon, Bedford and Batesville used a shifting man-for-man defense, and did not vary from it to a zone. In the semi-final games, both Fort Wayne and Lebanon picked their men up way down the floor, trying to steal the ball before they got it over the ten-second line, or attempted to force the opponents into floor-length passes which could be intercepted more easily. Lebanon was espe-

cially successful against Bedford in this latter phase. They would tie up the Bedford guards in the back court, only to have them try to make a long, high pass to Brennan, their 6 foot, 5 inch-pivot man. Many of these passes were intercepted by Lebanon in the final quarter. In the final game Lebanon still tried to pick up Central in the back court, but they could not do it. On the other hand Fort Wayne deserted this "pick-up defense" and waited for their men at the center line. We figured Lebanon had a little too much speed and ball-handling ability for us to attempt this pick-up game, so we attempted to get set first and wait for them to come to us.

## A Testing Program to Motivate for Physical Fitness in the Junior High School

By Harry W. Burdick  
Athletic Director, Hillside School

MUCH is being written about the part the schools are playing in the present national emergency. In addition to inculcating a burning fervor of patriotic feeling, it would seem that each department should examine its curriculum to discover what is being done and the need for addition or improvement, if any.

Physical education is playing a large part in the present program. There is no question that more time must be given to this all-important subject. This is a matter for school administrators to consider. Meanwhile the instructor must do all that he can with conditions as they are. Just where, in the school set-up, should this accelerated program begin? Should the seventh and eighth grades, as well as the ninth, be given work which will be looking toward the war effort? These questions are being asked by educators. It is my personal belief that this emphasis should begin with the fourth grade, in modified form, of course.

Directors who have been planning their work on the basis of the "naturalism" of the boy and progressive educational philosophy will not have to make radical changes, merely keeping the emphasis where it belongs. Thus games alone, while excellent, will not suffice in a well-rounded program. Calisthenics, postural exercises, facings and marchings, apparatus and mat work should be a part of the program but are not enough in themselves.

What is physical fitness? This term is being bandied about among laymen and the profession as well, with little thought as to definition. To some it means one thing and to others something entirely different. Bovard and Cozens, in *Tests and Measurements in Physical Education* have

this to say—"Most of us will probably agree that what we want in physical education is not inherent strength, or size, or symmetry, but ability to use the muscle power for *performance* in the various play elements, and for skill in handling the body in the general routine of living."

It would seem physical fitness would include organic soundness of body plus stamina, skill, and the ability to do the job at hand without undue fatigue. The ability to think for one's self in new situations is without doubt a vital asset. Thus, in addition to the building of strong, co-ordinated bodies, we must allow for the type of work which will inculcate those qualities of discipline, loyalty, give and take in groups, personal enthusiasm, etc., which will be needed for success in our armed forces or in everyday life.

It appears that the need is for ability to run, jump, hurdle, throw, climb, dodge—and to think fast on one's feet. Our pioneer ancestors had these abilities plus stamina. Remembering that we are considering the junior high school, it is evident that stamina will come as result of repeated trials in various events, especially those which require running. Games which require much running, especially soccer, will build strong lungs and legs. It is quite true, also, that the arms and muscles of the shoulder girdle are apt to be weakest in our urban children. Thus chinning, push-ups and climbing are suggested.

Since the last war the writer has had the philosophy that the boys should be as adequately prepared as time and facilities would permit in those physical activities which would stress the "naturalness" of the past. To this end many tests have been devised for motivation and performance.

At Hillside school nine activities have been selected as meeting the requirements, namely—chinning, push-ups, standing broad jump, high jump, 75-yard dash, running broad jump, 70-yard hurdles, shot put and baseball throw for distance. Norms have been found by taking the mean averages of hundreds of cases in each age-group. These are put on a master chart which is posted where the boys may compare their day-by-day performance with the standards. Since we do our work in small squad groups, each boy has many opportunities to time and measure himself—as well as to be both leader and follower. Performances may be measured accurately, thus making tests both valid and reliable.

Schedules for physical education classes are apt to be made by grade alone, with no thought of age or natural ability. In one class of a seventh grade I found an age range from under twelve to over sixteen. For this reason I tried the exponent of chronological age alone. I find that it is much more reliable than weight, height, girth, or combinations of these. Thus we have classes within a class. The young boy has his own standards to achieve, or better, the older boy must do the work of his own group, rather than lording it over the younger child.

The scheme has been extremely successful in motivation and interest, in self-testing and marking, and in the improvement of the mass rather than the few. It is obvious that all the activities will be of direct help in the type of warfare now being waged on our far-flung battle fronts.

### Hillside School Norms

The figures at the left indicate chrono-

logical age in six-month age intervals to broaden the range. Chinning and push-up are in number of times. The jumps, and

shot put, are in feet and inches. The dash and hurdles are in seconds and tenths. The ball throw is in feet only.

Ages are as of May in the year of testing.	Chinning	Push-ups	Standing Broad Jump	High Jump	75 Yard Dash	Running Broad Jump	70 Yard Hurdles	Shot Put	Baseball Throw
Up to 12-6	2	7	5' 2"	3'	12.3	9' 1"	14.4	16' 6"	124 feet
12-7 to 13	3	8	5' 5"	3' 1"	11.6	9' 8"	14.1	18' 2"	137 feet
13-1 to 13-6	3½	9	5' 7"	3' 4"	11.3	10' 6"	13.9	20' 3"	142 feet
13-7 to 14	4	10	5' 9"	3' 6"	10.9	10' 10"	13.5	22' 5"	156 feet
14-1 to 14-6	5	12	5' 11"	3' 8"	10.6	11' 3"	12.5	24'	162 feet
14-7 to 15	6	14	6' 4"	3' 10"	10.4	11' 11"	11.8	26' 6"	170 feet
15-1 to 15-6	6½	16	6' 7"	4'	10.2	12' 4"	11.6	27' 7"	180 feet
15-7 to 16	7	18	6' 9"	4' 3"	9.7	13'	11.4	29' 8"	190 feet
16-1 and up	8	20	7' 3"	4' 4"	9.5	14' 2"	11.2	33'	202 feet

## Two-Pitch Softball

By Ralph E. Reed

Newport Harbor, California, High School

**D**O you ever have gymnasium class softball games that drag along, either because of too poor or too good pitching? Do you find that too many strike outs and bases on balls make the game monotonous for most of the players? And have you perhaps noted that only an inning or two of the ball game results during the gymnasium period, and that most of the class with the exception of the battery gets little physical activity.

Well, if you have, just try this one. Two-Pitch we call it, and it will correct most of the above mentioned ailments.

### Two-Pitch Rules

1. Same as softball with these exceptions.
2. Teams, any size with extra men playing the field.
3. There are two pitchers, one of them from the batter's side who does the pitch-

ing from the box. The other regular pitcher, standing nearby, does everything but pitch the ball.

4. Only two pitches are allowed each batter. The batter must hit fairly in those two pitches, or he's out. Passed balls, strikes, and foul balls all count against the batter. Therefore, the pitcher of the batter's side should make it easy for him to hit fairly in two pitches.

5. If the batter's side pitcher is hit with a batted ball, or interferes with the fielding of a batted ball, the batter is out.

6. An optional rule eliminates base stealing.

You will find this game is good for early season gymnasium classes, for it gives beginning batters a chance to hit the ball, and it gives fielders plenty of opportunity to field batted balls. Above all, you will find snap and pep in your beginning gymnasium class games, instead of inaction in your ordinary three-inning game.

## A Basketball Exercise for the Victory Corps

By E. R. Abramowski

Athletic Director, Erie Technical High School

**P**RE-FLIGHT schools of the Army and Navy both stress basketball in their physical fitness program because basketball more than any other single activity develops the precise qualities so essential to flyers. In addition to conditioning the body, and building up en-

durance and stamina the court game teaches its participants mental alertness quick perception, split-second co-ordination, deft manipulation and body balance. I know of no other game that has within its scope all these qualities.

High school coaches and instructors en-

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gaged in teaching the Victory-Corps program of physical education in their classes often find themselves in a dilemma, when the time approaches to teach basketball because of the large size of their classes. In the usual type of class organization, where two teams play, while the remainder of the class is inactive, until one of the teams scores and eliminates a quintet of players, some of the boys never get an opportunity to participate in the activity because of the time consumed to score a basket or foul. This is especially true when one deals with beginners. For this reason many instructors, who find their schedules crowded with large classes, often eliminate basketball from their curricula. In doing so they pass up an opportunity to teach an activity which embodies almost all of the natural and fundamental exercises so necessary to the growing boy; as those of running, stretching, crouching, leaning etc., all of which aid the gangling, growing youth to acquire poise, posture, and grace in bodily control. In the same breath, I might add, that they also pass up a golden opportunity to develop material for their varsity teams.

To overcome the problem of the large class and to hasten the turnover of the participants in the overcrowded classroom, and yet retain the features of basketball, the following organization has been developed, which embodies all the fundamentals of the game without actually playing the game itself.

From attention have the class count off by ten. Order odd numbers to report to one end of the court and the even numbers to the other end. In one half of the court proceed to set up your defense (zone or man-to-man). In the other end of the court start a quintet of boys using an offense. The offensive group brings the ball up court and attempts to penetrate the defense working the ball in for a lift shot. In the meantime as the offensive team gets under way and proceeds up the court, a second quintet on the end of the court immediately assumes a defensive position. The offensive team is permitted to keep the ball until they make one of the following infractions of the basketball rules, or make a basket: (1) make a foul (2) throw the ball out of bounds, or (3) permit the defense to get the ball.

The moment the offensive team loses the ball they hurry off the playing court, to permit the team now in possession of the ball (now the offense) to attack the end of the court, where a defensive team has already assumed their positions. The quintet that has just left the floor falls in behind the waiting line on the other end of the court to await their turn at the defense.

In the exercise described above the student has the opportunity to learn the following basketball fundamentals under game or competitive conditions: 1. Passing and timing; 2. Dribbling; 3. Shooting under fire; 4. Pivoting and footwork; 5. Following and handling the ball; 6. Taking the ball off the bankboard; 7. Defense (zone, or man-to-man); 8. Fast break; 9. team-play.

The exercise, as is evident, permits a greater number of boys to actually take part in the basketball activity, under competitive conditions, by hastening the turnover, yet retaining all the fundamentals essential to basketball, thus solving the problem of the instructor burdened with a large class.

# Rangers Are Made Not Born

By John H. Shaw

Chairman Boys Health Education Department  
Franklin K. Lane High School, Brooklyn, New York

THE purpose and the organization of the ranger program, instituted at Franklin K. Lane High School were presented in the April issue.

## Ranger Drill Units

### Unit I

I. *Light Calisthenics*: A. Army work and hand-toughening exercises; B. Push-ups and dips; C. Jumping exercises; D. Bending and stretching.

II. *Military Tactics*: A. Facings—right, left, about, one-half right, one-half left, etc.; B. Eyes right and left; C. Dress right dress; D. Extend and close march; E. Platoon formation—use corporals; F. Marching—1. Quick time, double time; 2. Half step; 3. Cadence count; 4. Rear march; 5. Right and left flank; 6. Column right and left; 7. Marching (Platoons).

III. On the fifth week introduce two or three obstacles for ranger drill Number 2. Platoon competition (1 day per week).

### Unit II

I. *Review Military Tactics* (Unit I).

II. *Heavy Calisthenics*: A. Duck walk, bending and stretching; B. Knee bends and arm work; C. Push-ups; D. Abdominal exercises (supine lying); E. Hand wrestles, various types; F. Various lifts and carries (fireman's, etc.).

### Unit III

*Activities*: 1. Vaulting—horizontal bar; 2. Wall climb—horizontal bar; 3. Chin-ning—horizontal bar; 4. Skin cat and back circle—horizontal bar; 5. Hand walk and hop—inclined parallels; 6. Tarzan rope climb (four successive ropes); 7. Horse jump and roll (prerequisite for parachute drop); 8. Parachute drop (two-rope climb and drop); 9. Tumbling—cartwheels, front and back rolls, dives, side rolls, headstand, stunts; 10. Stick wrestle.

### A Sample Battery of Tests for Unit II

The marks on these tests are 0, 85, or 100

1. Inclined parallels—Walk up inclined parallels on hands. Marks—With good form and dismount, 100 per cent; any way, 85 per cent; failure, 0 per cent.

2. Low bar—Vault over 3-foot bar with one hand and over; 4 feet 6 inch—bar with two hands, 100 per cent; vault over both bars with two hands, 85 per cent.

3. Wall—Climb over 7-foot wall and back again without touching the ground, 100 per cent; climb over 7-foot wall, 85 per cent.

4. Ropes—Tarzan climb across four ropes, 100 per cent; climb to top of one rope, 85 per cent.

5. Parachute Jump—Climb on two

ropes, twelve feet, parachute-drop, and roll, 100 per cent; climb any way twelve feet, parachute drop, and roll, 85 per cent.

6. Horse—Stand on horse, jump off into forward, sideward and backward rolls; mark according to form, 85 per cent or 100 per cent.

7. Mats—push-ups, fifteen (with good form) 100 per cent; twelve with good form 85 per cent.

### Unit III

I. *Heavy Calisthenics*: A. Danish drill two weeks; B. Boxing drill two weeks.

II. *Danish Drill*: 1. Arms—circles and extension; 2. Neck exercises; 3. Stretching—big muscles, hamstrings and dorsal region; 4. Running and falling drill, using war terminology.

III. *Boxing Drill*: 1. Warm up, using jumping exercises; 2. Boxing fundamentals—jab, hook, feint, right cross, one two, punch in series, etc.; 3. Shadow boxing—one round, three minutes.

IV. *Activities*: 1. Vaulting elephant from floor; 2. Vaulting elephant—swing from rope—also use two ropes; 3. Jumping and side rolls—use platform; 4. Boxing, eight sets of gloves, sixteen ounces; 5. Punching dummy—use punching-bag gloves; 6. Rope skipping; 7. Balance beam, 4x4; 8. Crawling—low parallels and mat; 9. Dips with swing-parallel bars.

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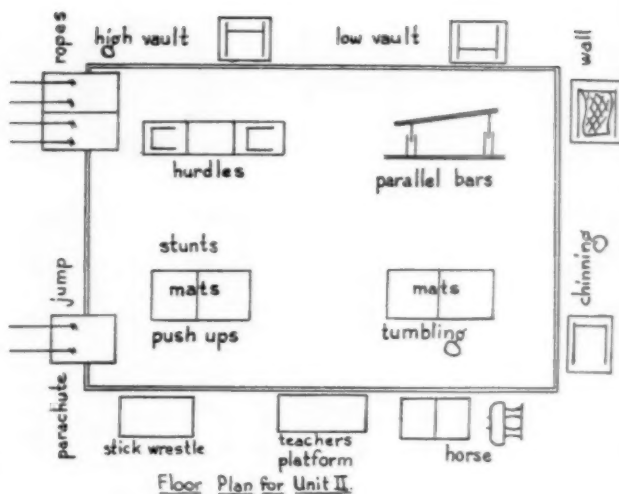
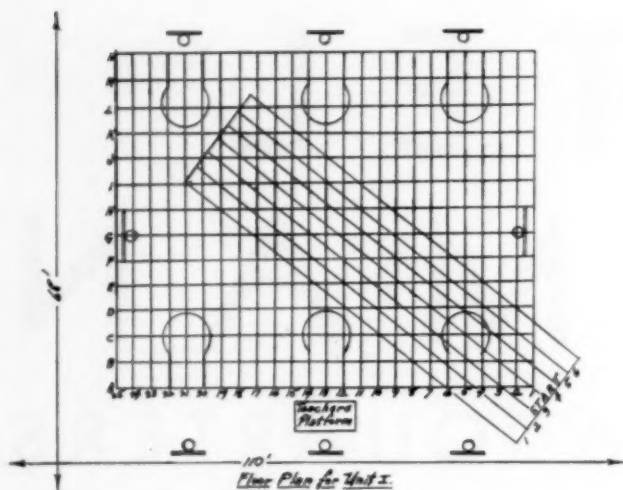
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#### Unit IV

I. Five-minute warm-up drill and tactics.

II. Competitive sports and games: A. By teams; B. By platoons.

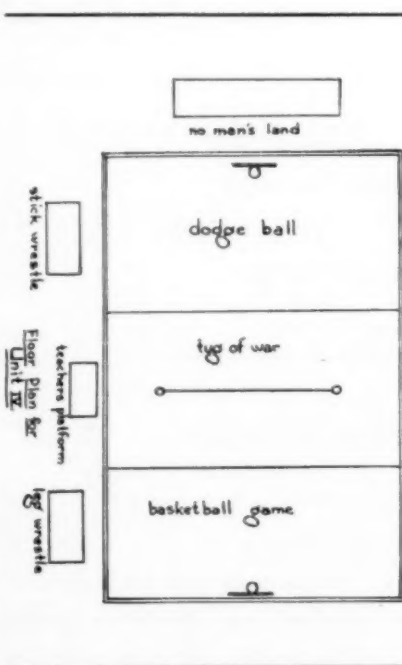
III. Obstacle Run with knapsack and gun (air rifle or wooden gun).

IV. Indoor Activities: 1. Basketball, fall term; 2. Volleyball, fall term; 3. Dodge Ball, Tug-O-War, No-man's Land, etc.

V. Outdoor Activities: 1. Association Football; 2. Soccer; 3. Push Ball (cage ball); 4. Track and Field Events; 5. Soft-ball.

#### Platoon Competition

For a class, divided into three platoons, a series of activities is set up for the purpose of instilling the competitive attitude in the individual. These activities are chosen from the class work during the term and are so chosen as to include a variety having a wide range of skills, body contact, strength and muscular co-ordination.



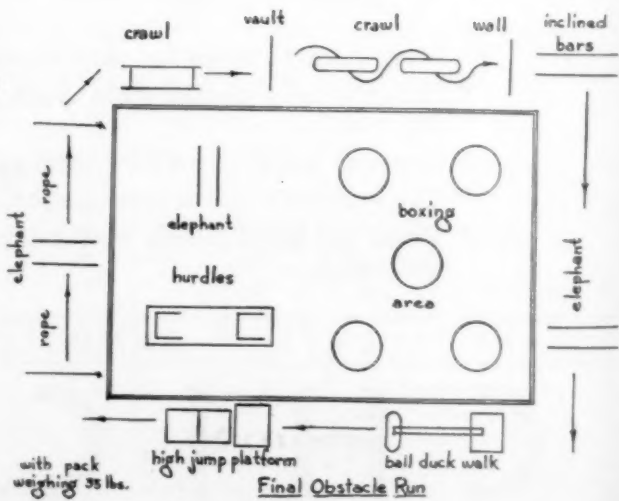
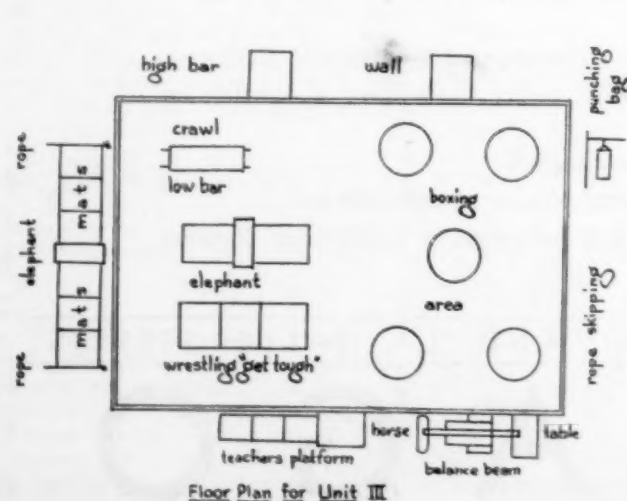
The system of point scoring should be arranged so that each activity will score approximately an equal number of points. This is determined by the type of activity and the number of students in each platoon.

A series of competitive activities for a three-platoon company having from fifty to fifty-five boys in each platoon follows:

1. 40-yard dash; 1st place—3 points; 2nd place—1 point; 3rd place—no score.
2. Push-Ups: 12-15—1 point; 16-20—2 points; 21-25—3 points; over 25—4 points.

3. Basketball: Each platoon has five teams. Each team consists of five players plus two substitutes. Teams are designated as A-B-C-D-E. Each team plays in its own division. A plays A of the other platoons; B plays B of the other platoons, etc. A game should consist of eight minutes playing time. The score shall be equal to the number of points scored in the game plus five points for the winning team.

4. Maneuvers: Facings; Marching (20



maximum); Marching Rear; Column Movement (40 maximum) Flank Movement (40 maximum).

Teachers will mark each platoon for precision and accuracy.

5. Leg-Wrestling: Platoon 1 against 2; Platoon 2 against 3; Platoon 1 against 3.

Match individual against individual and as near to even weight as possible. Two throws out of three, score for winner, 2 points.

6. War (Basketball): Platoon 1 versus 2; 2 versus 3; 1 versus 3.

After four minutes for activities count the number of pupils remaining for each side. Allow two points for each pupil not eliminated.

7. Push-Ball: Use basketball court; Match platoons; Two out of three goals; Twenty-five points for each goal; Losers also score in event of goal.

8. Tug-of-War: Match platoons; Two out of three successful tugs; Twenty-five points for each winner; Losers also score in the event of a successful tug.

9. Rope Climb: To top—1st to reach top, three points; Second to reach top, two points; Third to reach top, one point.

Not more than ten seconds should be allowed to reach the top beam.

10. Obstacle Run: This consists of a group of activities given during the term. Each pupil is marked according to his time in completing the run. The time depends on the number and difficulty of

activities, which are: 1. Low hurdle and crawl; 2. Rope swing over parallel bar; 3. Rope climb (to a marker in rope) and parachute-drop; 4. Balance walk on beam; 5. Vault over 6-foot wall (not over horizontal bar).

Each pupil is to be started at 30-second intervals and three or four stop watches are necessary.

### Looking Ahead

Since the young men of eighteen and nineteen will be called to arms to serve their country in the immediate future, the Health and Physical Education Department of Franklin K. Lane High School, with the consent of the principal will inaugurate next term a war course of ten periods a week for one term for all students who will reach the draft age by the end of the term.

These students will be programmed for a double period a day, five days a week. Our purpose in doing this is to give the students a program that will cover all the skills used in the armed forces and one that will guarantee them sufficient opportunity and practice to become proficient and able to meet the demands of physical and mental alertness in this war. Our goal is to eliminate or shorten the "breaking-in" period required of all men the first few months in the armed forces.

It is felt that with a double period more

time can be devoted to the teaching, the practice and the development of organic vigor and stamina. A further advantage is to give the student time to relax, refresh, and tone-up with a shower after his strenuous workout.

The double period, furthermore, affords the opportunity to acquaint the student with military rules, regulations and procedures. This will be accomplished by conducting classes on a purely military organization with squads, platoons and company formation with corporals, sergeants and lieutenants. The use of military terminology and tactics is based upon the Infantry Drill Regulation, August, 1941.

### Conclusion

The men of our armed forces must have the ability for team work, but also the talent to "go it alone" and be self-sufficient. They must be able to react, instantly, to any given stimulus with hair-trigger precision, and they must have the knowledge of how to take care of themselves come "hell or high water." They must have the stamina and strength to carry on beyond the efforts of our enemy. They must have the will to win, no matter what the odds. These skills and traits, secondary schools throughout the country can develop in the young men of today only by a complete, well-rounded, and well-thought-out ranger program. Rangers are not born, but made.

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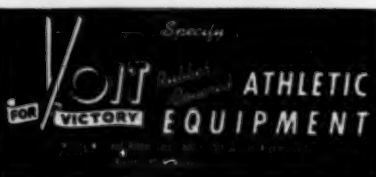
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## Softball Pitching

(Continued from page 6)

incurve, are reversed when pitching to a left-handed batter.

**Raise Ball.** This is one of the easiest pitches to master, since the softball style of pitching makes it more or less of a natural curve to throw. The ball is held with the thumb down and the first and second fingers gripping the top of the ball, with the third and little fingers a bit to the right. When the ball is released, the hand is turned upward, with the palm down, and almost at right angles to the arm. A flick of the wrist combined with a pull by the fingers and forward motion of the thumb imparts considerable backspin (Illustrations 7 and 8).

The ball will approach the plate in a straight line and then, if pitched correctly, will break sharply upward. Batters have

a tendency to hit under it, resulting in fly balls, tips, or strikes.

**Slow Ball.** This is one of the many freak deliveries which a pitcher can develop for himself. One method is to "knuckle" the ball, that is, hold it tightly between thumb and little finger with the knuckles of the other fingers pressing against it. The ball is delivered somewhat like the raise ball (Illustration 8), the degree of slowness depending on what pitchers call "pulling the string"—imparting pressure by the thumb and little finger as it leaves the hand.

A slow ball should be pitched so that the catcher will receive it below the batter's knees. As a general rule, it should not be delivered against a poor hitter. Paradoxically, his timing is not consistent and therefore he is likely to connect squarely and hit it a mile.

## Softball for Physical Fitness

(Continued from page 5)

ing and a committee in charge of umpires and scorers.

Teams may be selected by home room, clubs, or captains may be selected from the different grades, and these captains then may select their teams from their grades, and the tournament or league play may operate according to grades. The captains of the teams should be selected by student committees and this job should be done with care. It might be well to name all teams after present or past big league ball players such as the Tris Speakers or the Ty Cobbs, etc. This has an appeal and will create additional interest. The last phase in organization, and an important phase, is arranging the details of the program. Teams should be properly notified of schedule; umpires and scorers should be notified, care should be taken that the field is in shape, and the

equipment at the field. All of these details are very important in keeping up interest in, and enthusiasm for, the program.

### The Appeal

The game of softball is very similar to our national pastime, baseball, and that in itself has a great appeal to the American boy. When the fundamentals of softball are taught in the gymnasium classes, the appeal is greatly stimulated because in teaching the fundamentals of softball, the fundamentals of baseball are being taught. Softball, like many games, shows individual progress with practice, and when the average boy sees he is making progress in the game and is showing improvement in the various fundamentals, he develops a strong interest, and the game has a definite appeal to him.

## Learning to Be an Outfielder

(Continued from page 9)

13. After a catch return the ball immediately to the infield and to the base ahead of the runner.

### Backing Up the Bases

One of your regular duties is to back up the bases. Before each ball is pitched,

you must anticipate a throw from the catcher if there is a man on base. For such throws the left fielder backs up third base; center fielder second; and right fielder first base. The right fielder must also back up first base on bunts.

You must start toward your base each time the catcher receives the ball. If you

are not moving in the direction of the base, you cannot get into position in time to back it up, if a throw is made to that base. If the ball is hit to an outfielder, you must anticipate a throw to your base and move into position. As a right or left fielder you will back up second base on throws that start from the opposite sides of the diamond. You must anticipate each throw and move into position each time. As a center fielder you must be alert to back up second with a runner on that base. As soon as the pitcher steps onto the rubber, you must be poised to start in, if he turns to throw, and you must also watch for throws from catcher to second.

You must practice moving in or over on all plays to your base and understand that this is a part of your outfield play that must never be slighted. It is as much your duty to back up the base as it is the duty of the infielder to cover it.

### Backing Up Other Outfielders

On every ball hit to the outfield which is handled by the fielder, next to you, and on your side of the field, it is your duty to move over and back him up. If the ball gets away from him, you must be in a position to retrieve it. If he fields it, you can aid him by calling to him where to throw the ball. Be sure that you get over fast and back up every play made by your team mate on your side of the field.

Helpful suggestions:

1. It is your duty to back up the base, just as it is the duty of the infielder to cover it.
2. Left fielder backs up third on throws from the catcher, and second on throws from the opposite side.
3. Center fielder backs up second.
4. Right fielder backs up first on throws from the catcher, on bunts, and second on throws from the opposite side.
5. With a man on base, start toward your base each time the catcher receives the ball or it is hit to an infielder.
6. As center fielder, be alert to back up second the moment the pitcher steps into position if there is a man on second.
7. In order to be in position to back up a base, you must be in motion before the ball is thrown.
8. Back up the outfielder next to you on every ball hit to him on your side.
9. Call to him where to make the play.

### Playing Position

The normal position of the left fielder is on a line about halfway between the third baseman's and shortstop's positions. That of the center fielder is on a line a few feet toward the left field side of second base, and that of the right fielder on a line a few feet toward the first base side of the second baseman's position.

You must vary your position according

to: 1. Your ability; 2. The batter; and 3. Conditions.

1. *Your Ability:* Your speed in getting under flies and your ability to field them will determine how close you normally will play to the infield. If you are slow and uncertain in your fielding, you must play well out, in order that there may be little chance of a hit going over your head. The faster and surer that you are in making catches, particularly in going back, the closer you may play to the infield. In schoolboy baseball many flies land just beyond reach of the infielder, and if you can play in close, you can get under many of these. Make it a rule to play as close to the infield as good judgment allows.

2. *The Batter:* For a left-handed batter the right fielder moves over to his left about twenty or thirty feet and back about the same distance from his normal position. The center fielder moves over to the left about the same distance. The left fielder moves over to his left a few steps and comes in about twenty feet closer to the infield.

All normal positions will be varied to play to the batter's strength. You should attempt to discover the type of hitter each batter is by watching him in batting practice. If that is not practical, study him the first time that he comes to bat in the game and then play to his strength. This will give you a better indication of how to play him than watching him in practice, because his hitting will be affected by the type of pitching. Determine in what direction and how far he usually hits the ball, and shift to meet it.

3. *Conditions:* If your pitcher is very fast, the batters will tend to swing late and you should play deep and move over several feet from your normal position, toward the left for a right-handed batter. Against a left-handed batter shift over only a few feet toward the left, with the left fielder continuing to play deep and the right fielder staying about the same distance back of the infield.

If your pitcher does not have much speed, you must play more to your right for right-handed batters and shift a little further to the left against left-handers.

On a windy day you must play according to the wind. If it is at your back, you should play closer to the infield; otherwise play deeper and over according to its direction. Be sure to allow for the "drift" of high flies if the wind is strong.

With the winning run on third base in the last half of the ninth inning and less than two out, move in close to the infield. Your only chance to prevent the run from scoring is to catch a short fly and make the throw to the plate in time to cut off the run.

With the runner on third base, do not catch a foul fly unless it makes the third out, or your team is several runs ahead and it is the eighth or ninth inning.

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When you start after the ball to make a play that is in the vicinity of a teammate's position, call loudly for it *and keep on calling*. Remember that the man who first calls for it has a right to it. When a teammate plays the ball, call to him to "take it."

On short flies close to the infield which might be handled by you or the infielder, you should make the play.

If you are forced to attempt a catch near some obstacle, run toward the spot where you expect the ball to land with your eyes on the obstacle. As you near the spot, glance up to locate the ball. This will prevent the hesitation in making your approach to the obstacle that might be caused if you kept your eyes on the ball.

Helpful suggestions:

1. If you are a slow fielder, play deep.
2. If you have developed the ability to get under the ball, play closer to the infield.
3. If you can play rather close to the

infield without missing balls hit over your head, you will make more put-outs.

4. In shifting against left-handed batters, the left fielder should move in and the right fielder out, and both should shift only a few steps to the left. The center fielder should shift from the left-field side of second base to the right-field side.

5. If your pitcher is fast, play deep and play the batter to swing late.

6. If your pitcher does not have much speed, play further toward the right against right-handers and more to the left for left-handers.

7. Make allowance for any wind. Keep in mind that a strong wind will carry a high fly a considerable distance.

8. Try to size up the way each batter hits and play him accordingly.

9. Play in close to the infield until there are two outs in the last half of the ninth with the winning run on third, then move back to your regular position.

10. Do not catch a foul fly with the

runner on third base unless it makes the third out or you can afford to give a run.

11. If you attempt to make a catch near some obstacle, run with your eyes upon it and then glance up to look for the ball as you approach the spot where you expect it to land.

12. When you start for a fly, call loudly "I have it" and continue to call if a teammate is nearby.

13. When a teammate calls for the ball, yell to him to "take it."

14. The player who calls first should make the play.

15. If an infielder and an outfielder are both in position to make a catch, the outfielder should take it.

16. As an outfielder you have a part in every play; be in motion with every pitch; start toward your base every time there is the possibility of a play there; back up your fellow outfielder; shift your position to play to each batter's strength; be alert every moment that the ball is in play.

## The Final Game of the National Collegiate Athletic Association from a Technical Viewpoint

(Continued from page 16)

generally with the right foot advanced. This method was used by the majority of the team in shooting fouls also.

Defensively, Wyoming played pretty much a strict man-for-man, sliding through on screens. They retreated slowly and used the face-guarding type of defense against long cuts. Georgetown capitalized on their slow retreat some, but at times played most cautiously, when quick breaks would have been preferable. Against Wyoming's face-guarding, several pretty "dummy" plays netted baskets. One of these was on an out-of-bounds play. Hassett took the ball out from under the basket which Georgetown was attacking. Mahnken was on the post with his back half to the basket. Hassett gave him a blind pass and he immediately passed blindly back to Hassett whom Sailors was face-guarding. Hassett executed the "dummy" act perfectly and scored. Diagram 2 illustrates the play.

Georgetown used the "give-and-go" style of offense with occasional fast breaks

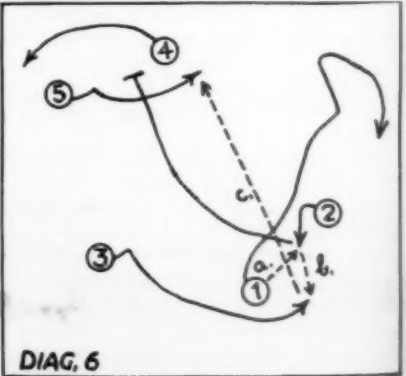
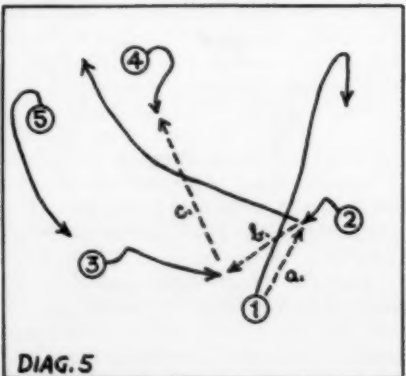
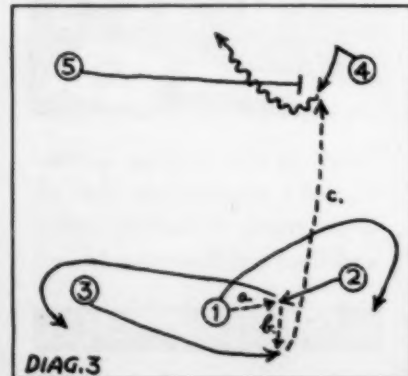
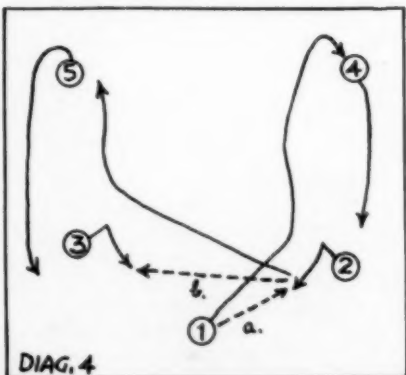
the full length of the floor. Mahnken was used on the post while the other four men worked around from the outside in. Occasionally, when Mahnken received the ball on the post, he would fall away and shoot with either hand. In rotating, Georgetown frequently shook a man free by a natural screen in the middle, in which case Mahnken cleared. In the early stages

of the game Hassett and Kraus teamed well to set up plays for one another and their team mates. Accurate set-shooting and splendid ball-handling permitted Georgetown to keep the lead most of the first half. At the same time their switching man-for-man defense, aided and abetted by excellent footwork and use of the hands, helped make the game very entertaining from the defensive angle as well.

In the final analysis, Wyoming's size, its excellent rebounding ability and the splendid floor leadership and play of Sailors made the difference in this splendidly-played game.

The play shown in Diagram 3, used by Wyoming, worked on both sides of the floor to either 4 or 5. In Wyoming's revolving style, Diagram 4, 1 periodically picked off for 4, whom 3 fed for a lay-up.

Georgetown's offense is illustrated in the pivotal maneuver of Diagram 5 and in the cutting play, worked with a feeder on either side (Diagram 6).



# TRAINERS JOURNAL

SECTION

The NATIONAL ATHLETIC TRAINERS ASSOCIATION

MAY, 1943

No. 9

Official Publication  
Of the National Athletic  
Trainers Association

Treatment of Baseball Injuries  
Howard Haak, Lieutenant (j.g.)  
U. S. N. R.

Nutrition and Athletics  
Frank J. Wiechec

Hand and Wrist Sprains  
Phil Hudson

Mickey O'Brien, assistant  
trainer at the United States  
Navy Pre-Flight School,  
Athens, Georgia.



# Treatment of Baseball Injuries

By Howard Haak

Lieutenant (j.g.) United States Naval Reserve

Head Trainer, United States Navy Pre-Flight School, Del Monte, California

**W**ITH most major league baseball clubs doing their spring training in the north where winter still prevails, the problem of treatment for pulled muscles and tendons becomes a major problem for trainers. Battling this ailment, also, are the trainers at the five navy pre-flight schools who treat hundreds of cadets a week during the strenuous physical fitness program.

Quick action is required to avoid serious consequences from a pulled muscle or tendon. Cold applications on the injury immediately for thirty to forty-five minutes are important and the injury should be wrapped in an analgesic pack the next day. Dry heat for an hour a day for two days, whirlpool treatment and light massage also greatly assist in the healing.

In case the injury is to the leg, the regular criss-cross strapping should be employed and no massage should be administered for at least four days. In case the injury is to an arm, light massage and manipulation should begin immediately and treatments should be given at least twice a day.

Sprains and strains provide another problem that deserves careful consideration before treatment. For ankles, the following rules should be followed:

1. Place in bucket of ice water, wrapped with compression bandages for about forty-five minutes.
2. Strap it tightly upon completion of cold applications.
3. Do not wrap, if an excess swelling is expected. Pad injured part with sponge rubber and wrap tightly with an ace

bandage.

4. Use hot and cold applications twice the following day for a period of about forty-five minutes. Do not strap, if the swelling is still great; substitute a compression bandage.

5. Use of the infra-red lamp as dry heat is recommended for the second- and third-day treatments. If no discoloration appears, use diathermy twenty minutes daily.

For injuries that include strained elbows or chipped elbows the following treatment is desired:

1. Ice packs immediately for fifteen minutes to a half hour.
2. Strap with a figure-8 bandage; elbow should be bent at a 90-degree angle.
3. X-ray all elbow injuries; if negative, the manipulation may begin on the third day.
4. Do not let the patient use his arm for at least five days. This type of injury cannot be rushed.

Manipulation, adjustment and the use of heat give relief for sacro-iliac injuries. Strapping from the lower lumbar region to over the upper part of the rump holds the injured part in place. Gauze pads should be placed over the points of the sacrum.

The application of heat and the strapping should continue for four or five days. The patient may continue athletic activity, if the pain allows.

Strawberries (sliding burns) are a common ailment among ball players. These are very painful and can be of serious nature, if they are not treated properly.

Following is a treatment procedure:

1. If the injury is not too deep, wash with alcohol immediately.

2. If there is bleeding, use a 5 per cent ichthol ointment, spreading a thick layer on a piece of gauze, then covering with tape. Leave this bandage on for three or four days before applying a new one. This allows the wound to heal and lessens the danger of infection. Most injuries of this type will be healed in three or four days.

3. Never use powder on such an injury. The powder dries and leaves a scab, which will break easily, leaving the way clear for infection. Many players have lost considerable time because of gland enlargements as the result of infected strawberries.

Contusions and bruises are common and must be guarded against infection. Ice packs should be applied immediately, followed by liberal applications of Dionol ointment. The following day, hot packs are in order. Split fingers and "nubbers" should be packed in ice immediately with hot packs of antiphlogistine and whirlpool treatments given the following day.

These treatments should be given two a day for at least one hour each. Use epsom salts if the injured part is being soaked in a basin.

Serious cuts and abrasions should be given the attention of a doctor immediately. If they are of a minor nature, apply a wet dressing of ST-37 and bandage well after being sure the injury is clean of all foreign matter.

## Nutrition and Athletics

By Frank J. Wiechec

Athletic Trainer, Temple University

**D**URING the present war-time emergency, the problem of nutrition is looming more and more before the public. The war has necessitated that increasing quantities of food be sent to our fighting men, and other large quantities be sent to our fighting allies and some of the starving peoples in occupied countries. This shifting of food has brought about many food shortages for the civilian population of this country, and as a result an increasing number of food commodities are being rationed in order to insure an equal distribution.

The shortage of food has special sig-

nificance for the coaches and trainers in the various schools and colleges of the country. These men deal with young adolescents who are still not physically mature and who need more nutritious foods than the average adult. In addition, these young people, under the tutelage and encouragement of their coaches, are participating in types of activities that call for extremes of physical effort and endurance. Unquestionably, these boys need the quality of food that contains all the essentials necessary to meet the strains of athletic competition, and still promotes good health and growth. The school au-

thorities should concern themselves with this food problem, because on them rests the responsibility of developing and training these young people. An inadequate diet and continued athletic competition in many instances may put so much strain on an athlete that there may be a breakdown somewhere along the stage of physical development.

The need for an adequate dietary program in competitive athletics is recognized by all coaches and trainers. Experience has shown that certain foods, or a lack of them, will affect the efficiency of players. It has been demonstrated time

and again, that the addition of certain foods in the diet will ward off fatigue, increase endurance, enable gains in weight, prevent colds, etc. The studies that have been carried on to date in the fields of nutrition and medicine have convinced those closest to sports of the value of certain vitamins, minerals, and other food products in the athletic dietary.

In a recent survey concerning diet and training in athletics, the consensus was to the effect that the boys "eat what they desire rather than that which may be prescribed for each individual." In other words, an athletic youth need pay very little attention to the food he eats, and a normal diet will do. Racial and sectional or family diets are not always sufficient for young adolescents, even though excellent football material has been bred equally well on Hungarian goulash and herring, Irish stew and potatoes, Polish sausage and cabbage or Italian spaghetti and meat balls. It has been shown that these foreign diets, although sufficient for routine daily activity and growth, are not nearly enough for intensive athletic competition. In a pinch, the body will utilize fats or proteins but with lessened efficiency. Coal or oil are the fuel for the house furnace, although, in an emergency, one may use wood or even paper. Usually, there is not enough variety in the choice of foods with evident insufficiency of vitamins and minerals. Then many underprivileged families are deprived of the essential foods because of economic conditions and the present rationing system.

Figures recently released by the United States Department of Agriculture show that there is a high degree of undernourishment in the country, even though we are rich in food as compared with other countries. About a third of the families in the United States have diets that might be rated good, another third, diets that might be considered fair. An estimated 40,000,000 of our 130,000,000 people, roughly 30 per cent, are not getting a good diet, measured by a standard high enough to insure good buoyant health. Not more than one family in four secured food which would provide a diet rated as good. These people may be said to be suffering from what is called the hidden hungers, although they may not show the marked symptoms of deficiency diseases as rickets, scurvy or pellagra. They are undernourished and many of them show it in such ailments as night blindness, indigestion, poor teeth, chronic fatigue and emotional instability. Such ailments are visited upon the rich as well as upon the poor. Bad food habits, careless food preparation, the evolution of food processing, traditional practices of preparing food, etc., explain, in part, the large percentage of unsatisfactory diets in the United States. This national condition was high-lighted, when approximately a third of all the men rejected by selective service was disqualified for reasons of

physical disability and defects related to malnutrition.

Coaches and trainers have long been aware of the nutritional deficiencies of the home diet of many of their charges. Now, because there is need for an extra supply of food, in order to produce maximum athletic performance, many coaches have gone out of their way to supply this energy by insisting that their charges take in certain supplements to their diets, outside of regular meals during the athletic season. One football coach has a milk bar and insists that his boys drink two or three glasses between meals. Another is convinced of the value of gelatine and he has established a cocktail bar before every practice; this, he states, prevents fatigue, and builds up endurance. A basketball coach in the mid-West provides his team members with extra portions of ice cream. One track coach is so convinced of the values derived from eating raw carrots that he always has a supply on hand for

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#### Coming in the June Issue Suggestions for Treatment of

Knee Injuries

Mickey O'Brien

Anatomy of the Knee

Wilbur Bohm

Sore Arms, Prevention and  
Treatment

Roland Logan, Lieutenant U. S. N. R.

---

the boys to munch on. Thus, it has been the routine with some to load their athletes with various sugar additions, vitamins, and, recently, gelatines. These, it is claimed, are indispensable for maximum muscular effort.

Peculiarly enough, in the days when trainers paid very little attention to the study of the principles of nutrition, all sorts of weird and ridiculous diets were forced on athletes. About a hundred years ago, the diet prescribed for an athlete was a great deal different from the present-day diet. Usually only two meals a day were allowed, one at eight in the morning, the other at two or five in the afternoon. The most essential part of each meal was meat. Only beef and mutton might be used. "All young meat, such as veal and lamb, all white meat whether game or poultry, are good for nothing. They contain no nourishment for the muscles." Vegetables were prohibited. Potatoes in a small quantity were allowed because they would absorb the evil effects of soft bread and also would absorb the animal fats. Plain water was scorned and was allowed in the least possible amounts, just sufficient to quench the thirst. Some trainers even attempted to prohibit entirely the use of water for drinking. The proper effect of the diet was controlled by a frequent sweating and blood letting. Emetics and laxatives were in common use.

So much for the past. What about the present? Have we rid ourselves of baseless prejudices? In many instances, we have, but still a number of them remain. In addition to the old prejudices we have added some new ones. Here are some of the old practices still found at the present time. Before training starts the bowels are cleansed. Meat is still considered the strength-giving food. Milk has not won universal approval for the reason that it is believed that milk is fattening, constipating, causes indigestion because of the curds formed in the stomach, cuts the wind, requires a long time to digest, and causes an excessive dryness in the throat and mouth. Some of the newer prejudices that are in effect at the present time are a complete denial of meat in the athlete's diet, overemphasis on an alkaline diet, and bad combinations of food (mixing protein foods with starches, meat with milk, acid fruits and starches). Butter is considered a substance which inevitably causes an increase in weight and decrease in endurance. A soup is not always welcome. Soft bread is taboo, pies are scorned and bananas are looked upon with suspicion. A split meal system is followed by some in which proteins are eaten at a different time from carbohydrates. Some use honey or sugar immediately before a race, etc.

#### Conclusion

Because of rationing and the scarcity of certain foods at the present time, food and diet are of outstanding interest. This, in itself is serious enough but government figures have shown that only one-third of the people of this country have an adequate diet, the other two-thirds being undernourished or having a barely adequate diet. Yet, many physicians, coaches and trainers advise athletes to eat anything that is normal for them during the training season.

This is poor advice because the so-called normal diet is quite insufficient for athletes; (1) because they expend a terrific amount of energy in daily practice and (2) since most athletes range in age from sixteen to twenty-two years and are still growing, they must have more than the usual amounts of minerals, vitamins, building foods and rest, than the average person needs.

There is urgent need at the present time for definite research in the nutrition of athletes. A great strain is being put on these boys with the accelerated physical fitness program and increased sport schedules. Teachers of physical education, coaches and athletic trainers, because they are always working with large groups of boys and enjoy their confidence, are in an enviable position to make advances in the field of nutrition and spread their knowledge of foods and proper diet to those who need it most.

# Hand and Wrist Sprains

By Phil Hudson

Civilian Trainer, United States Navy Pre-Flight School, Athens, Georgia

**I**N OUR physical conditioning program for future Navy fliers, where heavy emphasis on body-contact sports is a primary feature, sprains of the hand and wrist are bound to occur. Treatment of such injuries without incurring loss of valuable time to the cadet is, of course, highly important.

Except where fracture is obviously present, our first consideration is to arrest swelling of the injured member by application of cold packs for fifteen to thirty minutes. Following this, if any doubt exists regarding the extent of the injury, X-ray is advisable.

With common sprains, I personally prefer not to immobilize the fingers or wrist for the first twenty-four hours, provided the cadet will not be exposed to further injury during that period. My theory has been that all possible freedom of movement should be allowed during the twenty-four-hour period in which the effects of the sprain are gradually manifesting themselves. Unnecessarily restricting motion by complete immobilization often increases stiffness and retards recovery. Nature herself will usually do an adequate job of restricting movements within required limits during that period. The patient should also be advised of the benefits to be derived from keeping the hand elevated, so that gravity may assist in establishing proper circulation.

**YOUNGEST** of the staff of six civilian trainers at the Navy Pre-Flight School, Athens, Georgia, is twenty-six-year-old Phil Hudson, a product of Appalachian State Teachers College, Boone, North Carolina. An all-round athlete as an undergraduate, Phil gained valuable experience as a student-trainer assisting in the college clinic. Later, as director of high school physical education and athletics at Marion, North Carolina, he acted as a one-man trainer staff for the school's 750 students.

After the twenty-four hours have elapsed, our next step is to administer heat treatment. In cases where swelling is unusually severe the infra-red lamp is advisable for about twenty minutes at a distance of about two feet. In less severe cases, or after congestion has been sufficiently reduced, the whirlpool is preferable since it allows the sprained member to be exercised during the treatment.

If the athlete must return to competition before the injury has run its course, taping is necessary for protection. The accompanying photos show methods of applying supportive wraps to thumb or wrist for this purpose. The wraps should be removed when the cadet is at rest so that natural movement may be restored as quickly as possible. Heat treatments should be given each day until pain and swelling have subsided.

Illustrations 1, 2 and 3 show application of a wrist wrap. First bind the wrist with ten or twelve continuous turns of two-inch gauze bandage. Then follow with individual strips of adhesive, once around from top to top, and overlapping each other as shown. The use of individual strips instead of continuous wrapping prevents any single turn of the tape being too tight.

Illustrations 4 through 8 show steps in applying a supportive wrap to the thumb. As seen in Illustration 4, gauze bandage is wound three times around the wrist, from the inside up, and then around the outside of the thumb to the inside, and then around the wrist from the outside down. The gauze terminates after three successive figure-eight turns around the thumb in this manner.

Illustration 5 shows the beginning of the taping with adhesive. Strip A goes once around the wrist to secure the gauze. Strip B is brought from back of the wrist, once around the thumb from the inside to the outside in figure-eight turn and terminates as shown in Illustration 6. Application of two more overlapping strips in figure-eight fashion is shown in Illustration 7. A strip, seen in Illustration 8, completes the figure-eight wrapping. Anchor strip is then brought once around the wrist to finish the job.

## QUALIFICATIONS FOR MEMBERSHIP IN THE NATIONAL ATHLETIC TRAINERS ASSOCIATION

**SENIOR MEMBERSHIP:** 1. Men who have been actively engaged in athletic training or closely allied work for a period of two or more years. 2. Men who are qualified to take charge of the work, in co-operation with the medical department and to direct it in athletic training in a college or university. 3. Men who have had four years of practical experience in a recognized athletic training department of a college or university or some other institution of recognized standard. Senior members have voting privileges.

**JUNIOR MEMBERSHIP:** 1. Men who do not qualify as Senior members but who are actively engaged in athletic training either as an assistant in a college or university. 2. Men in charge of the training program in a high school, or in closely allied work. 3. Men who are taking an approved training course.

Any Junior member may become a Senior member upon completing the requirements for Senior membership and passing an admission test given

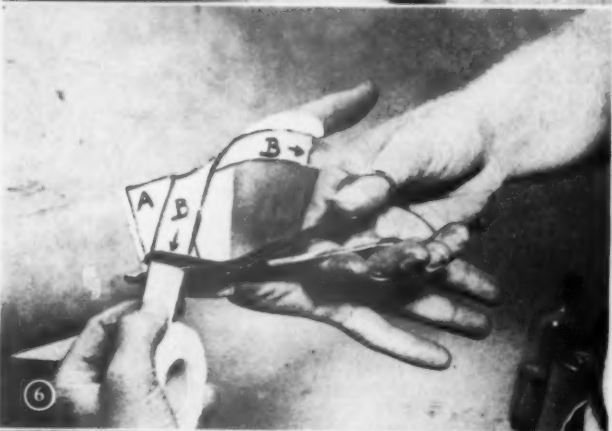
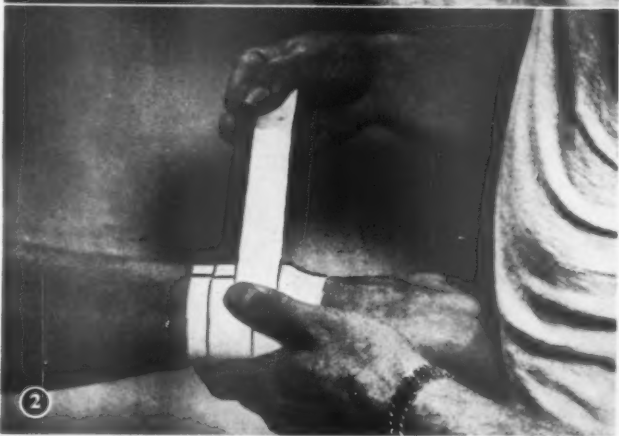
by the Membership Committee. Junior members do not have voting privileges.

**Senior and Junior applicants must submit along with the application blank a letter of endorsement from the physician who acts as medical supervisor in their institutions.**

**ASSOCIATE MEMBERSHIP:** 1. Men who have not been actively engaged in athletic training for a period of eighteen months previous to their application. 2. Junior or Senior members who have not been actively engaged for a period of eighteen months, but who are interested in the advancement and recognition of athletic training. 3. High school coaches and student high school trainers.

Associate members do not have voting privileges.

Senior and Junior membership dues are one dollar per year. Dues for Associate members fifty cents. Applications for membership should be addressed to Bill Frey, Secretary and Treasurer, Iowa City, Iowa.



## Announcements

### Army and Navy Insignia

Posters showing the insignia of the Army and Navy may be secured by writing the Witchell Sheill Company, 1635 Augusta Blvd., Chicago.

### Taping Films

Taping Technique a, 16 mm film—both sound and silent—is available for bookings. Trainers and coaches should address their requests to The Bike Web Company, 41 West 25th St., Chicago.

### Handbook on Athletic Injuries

If you haven't secured your Handbook on Athletic Injuries, communicate at once by card or letter with The Denver Chemical Mfg. Co., 163 Varick Street, New York City.

### Official Softball Rule Book

Now ready for distribution the "Famous Slugger Year Book for 1943" and the new "Official Softball Rule Book." See page 25, this issue. Address your requests to Department A, Hillerich and Bradsby Company, Louisville, Kentucky.

### Athlete's Foot Control

Write for the free 36-page booklet on Athlete's Foot Control (see page 27) to C. B. Dolge Co., Westport, Conn.

### Footwork in Sports

The eighth in the series on Footwork in Sports, the second in the Baseball Series is announced on page 17 of this issue. You may secure the complete series up to date by writing your request to John T. Riddell, Inc., 1259 Wood Street, Chicago.

### The Observer

Do you have your name on the Ivory System mailing list to receive the monthly issues of *The Observer*? Full of helpful suggestions on the care of athletic equipment, so very important these days. Write the Ivory System, Peabody, Mass.

### Keds Sports Bulletin and Conservation

#### Poster

Copies of the new Keds Sports Bulletin are still available without cost to coaches and student leaders. Quantities are limited because of war-time restrictions. For your copy, address Frank Leahy, Director Keds Sports Department, 1230 Sixth Avenue, New York City.

## INDEX TO ADVERTISERS

Athletic Institute, The.....	20, 21
Coca Cola Company.....	Cover 3
Denver Chemical Co. ....	31
Dolge Co., C. B. ....	27
Eagle Metalart Co. ....	32
Hillerich and Bradsby.....	25
Hotel Sherman .....	29
Indiana Basketball Coaching School.....	25
Ivory System .....	Cover 4
Kahnfast Athletic Fabrics.....	19
National Sports Equipment Co. ....	32
Norton, W. W., & Company.....	27
Peterson & Company.....	33
Prentice-Hall, Inc. ....	33
Rawlings Manufacturing Co. ....	Cover 2
Reach, Wright and Ditson.....	1
Riddell, Inc., John T. ....	17
Softball Tournaments .....	Cover 3
Spalding and Brothers, A. G. ....	15, 23
Toro Manufacturing Corporation.....	23
Totem Camp .....	32
United States Rubber Co. ....	3
Voit Rubber Corp., W. J. ....	32
Wilson Sporting Goods Co. ....	4



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Coaches and softball players,—here's a real opportunity to stage the kind of tournament you want with the kind of beautiful trophies you want to win.

Sanctioned by The Amateur Softball Association of America—an allied member of the A. A. U. Awards by The Coca-Cola Company.

## (COUPON)

Athletic Journal Pub. Co.,  
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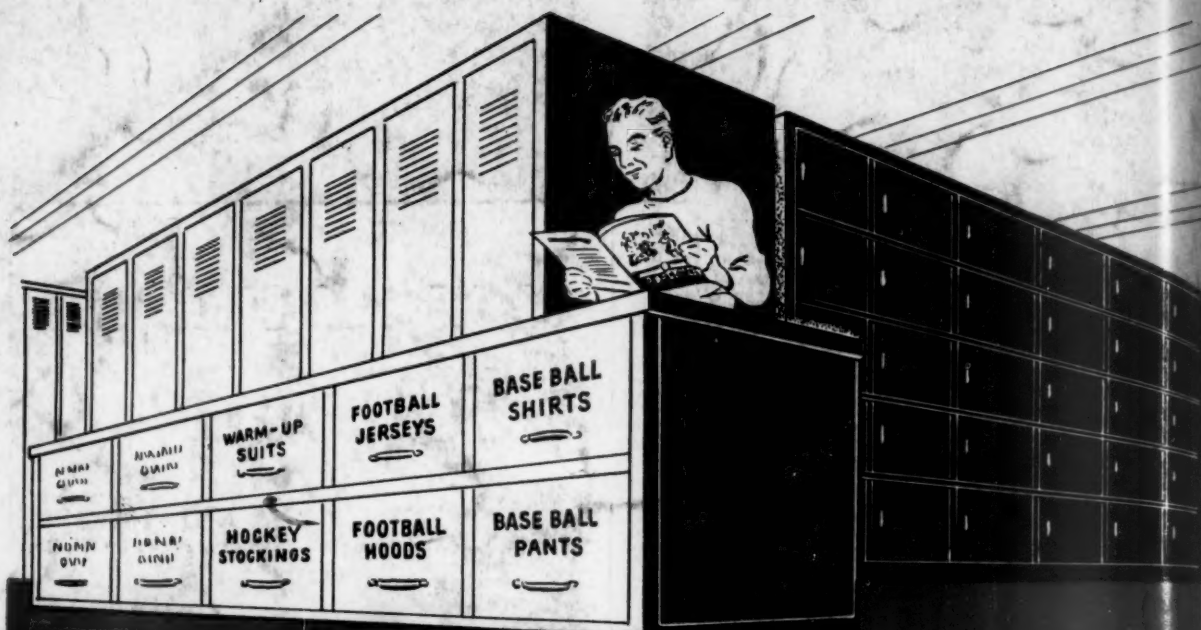
I am interested in getting full details and instructions concerning a softball tournament under the auspices of the A. S. A. Please send all material needed.

We expect to have .....  
(Name)

.....boys teams .....  
(School)

.....girls teams .....  
(City) (State)

No entry fees. No obligation.  
Just fill out the coupon and mail it in for free information giving you all instructions and full details for conducting your own tournament. Do it today . . . and get valuable awards laid aside for your school by The Coca-Cola Company.



**The First Requisite in the Care of Athletic Equipment is to have a CLEAN, ORDERLY SUPPLY ROOM!**

Just keep this fact in mind — the manner in which your Athletic Equipment is taken care of between seasons — or stored for the duration — will add to or shorten its life. Our current issue of "THE OBSERVER" gives constructive information on the Care of Athletic Equipment during war times. You can have a copy for the asking.

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